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ABSTRACT

Drawing from both state and institutional data sources, this report provides personnel at Anne Arundel Community College (AACC) with an in-depth analysis of assessment issues, offering both quantitative and qualitative information on assessment and student outcomes. Section 1 provides data on student transfer goal achievement, indicating that one-third of AACC's 1987 first-time, full-time freshmen had transferred to a Maryland public institution by fall 1991, and that over 80% of transfer students rated their preparation as very good or good. Section 2 focuses on student preparation for employment and goal achievement, revealing that 96% of 1990 career program graduates and 86% of transfer and career program graduates combined were employed, and that 82% of the employed career program graduates were working in jobs related to their community college majors. Section 3 discusses extended learning, and indicates that student enrollment in continuing education courses was down 22% in fiscal year 1992. Section 4 considers student educational support services, indicating that in fall 1992, 30% of first-time freshmen needed remediation in English, 32% in reading, and 55% in math. Section 5, which discusses retention and graduation, shows that the overall success rate for first-time, full-time students is 52%, while the 1991-92 fall-to-spring retention rate for first-time freshmen was 59%. Recruitment is discussed in section 6, which shows that 39% of the county residents enrolled as full-time undergraduates in fall 1991 were enrolled at Anne Arundel. Finally, section 7 reviews general education outcomes, indicating that 1990 graduates felt that the college had contributed most to their enjoyment of learning, self-confidence, and clarification of their educational and career goals. (MAB)

ED356002

Anne Arundel Community College

1992 INTERNAL ASSESSMENT REPORT

- Transfers
- Employment
- Extended Learning
- Services
- Retention/ Graduation
- Recruitment
- General Education

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FOREWORD

Outcomes assessment is a process by which evidence for congruence between an institution's stated mission, goals and objectives, and the actual outcomes of its programs and activities, is assembled and analyzed in order to improve teaching and learning.

Commission on Higher Education

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ANNE ARUNDEL COMMUNITY COLLEGE
1992 INTERNAL ASSESSMENT REPORT

Introduction

In November, 1992 the college's second annual *Assessment Report* was approved by the Board of Trustees and forwarded to the Maryland Higher Education Commission. The *1992 Assessment Report* rigidly followed the reporting guidelines established by the Commission and was designed primarily for external use. The *1992 Internal Assessment Report* offers a more in-depth examination of assessment issues than allowed by the Commission's guidelines and is intended to serve the information needs of college personnel.

Proposed College Mission and Goals

Pending final approval from the Board of Trustees, the new mission of the college is as follows:

> *With teaching as its central mission, Anne Arundel Community College strives to embody the basic convictions of the American democratic ideal: that individuals be given full opportunity to discover and develop their talents, energy, and interests, to pursue their unique potentials, and to achieve an intellectually, culturally, and economically satisfying relationship with society. Such opportunities should be easily available and readily accessible to all Anne Arundel County residents.*
>
> *Students enrolling in lower division transfer programs, students enrolling in career programs, and students participating in continuing education programs can be assured that the college, as an accredited, public, comprehensive, open-admissions institution of higher learning with low tuition, is, within the limits of it resources, vigorously committed:*
>
> - *To provide credit courses and associate degree programs to prepare students to transfer efficiently to four-year colleges and universities.*
> - *To provide courses and certificate and associate programs to enable students to gain employment, to retrain for new career fields, or to upgrade current career skills.*
> - *To provide courses and programs to serve the lifelong educational and career needs of the community.*
> - *To assure quality instruction by encouraging the professional growth and continuing excellence of faculty, administrators, and staff.*
> - *To provide to students a range of instructional resources, research facilities, and programs that complement and add to traditional classroom education.*

- *To provide a range of academic support services to students, and specialized support for non-traditional and special-population students.*

- *To maintain policies and conditions that will result in a student body, faculty and staff representative of the community's population.*

- *To offer programs and events to encourage the cultural, intellectual, recreational and physical vitality of students and the community.*

- *To extend, through contractual arrangements, educational resources to governmental, civic, business, and industrial sectors of the community.*

Fulfillment of Mission

To determine our effectiveness in fulfilling this mission, the college assesses student learning outcomes, the effects of courses, and the impacts of programs. This assessment information proves valuable not only for public accountability to the state and external agencies, but for institutional diagnosis and self-improvement. The information presented in this report is both qualitative and quantitative in nature and reflects ongoing assessment efforts. When possible, historical data and data from our fte-defined state peer colleges—Baltimore, Catonsville, Essex, Montgomery, and Prince George's—are provided for comparison.

Data Collection, Interpretation and Use

This report responds to questions posed through data analysis for each of the following outcome areas: (1) student preparation for transfer and goal achievement; (2) student preparation for employment and goal achievement; (3) student extended learning goal achievement; (4) educational support services; and (5) general education. Much of the assessment data referenced in this report is the result of on-going collection tasks which meet internal requirements for institutional self-evaluation and the requirements of state agencies and external organizations such as the Middle States Association of Colleges and Schools. These data are routinely analyzed by the Office of Planning and Research and used for program planning by college academic administrators and faculty. This process will continue as new assessment measures are developed and collected. Our annual implementation cycle will consist of the following stages:

July to September	**Data collection and analysis**
October	**Board of Trustees approval**
November	**Submission to the Commission**
November to July (as is appropriate)	**Use of results in program modifications and planning** (when significant changes are planned, actual implementation may occur in the next academic year).

ASSESSMENT MEASURES

SECTION #1

Student Transfer Goal Achievement

An instructional goal of the college is to provide prebaccalaureate curricula and fields of study that lead to certificates and/or fulfill the first two years of a four-year degree program, allowing students to earn an associate in arts degree at the college, and transfer to an institution granting baccalaureate degrees with the objective that: students become well prepared for transfer to four-year institutions and the attainment of higher degrees in a wide variety of disciplines.

The college provides services for students who indicate transfer to a four-year college or university as their educational goal. These services include: relating students' individual goals to an academic program; advising students in selecting a curriculum and appropriate courses for transfer; and continuing to collaborate with major receiving colleges in Maryland to maintain effective articulation agreements.

To assess the college's effectiveness in achieving this goal, the following questions, on transfer student performance were addressed:

1.	**How many students transfer and to what institutions?**	**Tables 1:1-1..4**
2.	**Are students academically successful after they transfer?**	**Tables 1:2-1..3**
3.	**What are the comparative transfer rates for minority populations?**	**Tables 1:3-1..2**
4.	**Are transfer students satisfied with their preparation?**	**Tables 1:4-1..3**

Tables 1:1-1 to 1:4-3 provide the necessary data to answer these questions. As shown:

- Growing numbers of students are transferring from Anne Arundel Community College to four-year institutions, however the transfer rate of white students is twice that of African-American students.

- Students who transfer from the Business and Public Administration transfer program at Anne Arundel to a Business and Management program at a four-year institution represent the largest share of transfer students.

- Towson State University and the University of Maryland College Park are the transfer institutions of choice for full-time transfers, whereas the University of Maryland University College and UMBC are the top choice among part-timers.

- One-third of the college's 1987 first-time, full-time freshmen had transferred to a Maryland public institution by Fall 1991.

- Anne Arundel Community College students perform quite well at their transfer institutions as evidenced by grade distribution reports from the University of Maryland System Administration.

- In comparison to the statewide average, students who transfer from Anne Arundel to a four-year institution report losing fewer credit hours.

- Graduate follow-up surveys reveal that over 80 percent of the students who transfer to four-year institutions rate the transfer preparation they received as very good or good--higher than the percentages reported by transfers from State peer community colleges, and the rest of the state community colleges.

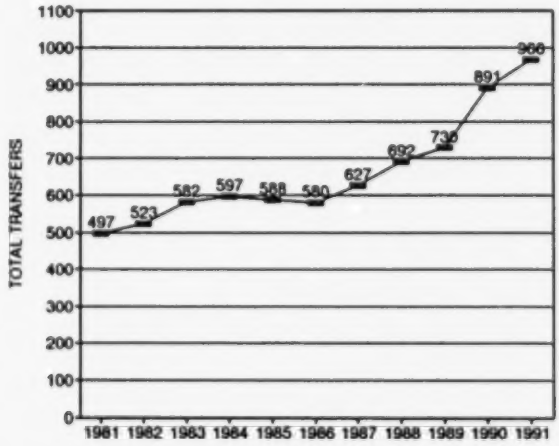
Implications:

The assessment of student transfer performance revealed that students who transfer from Anne Arundel Community College to a four-year institution lose few credits, perform well at the receiving institution, and are satisfied with the preparation they received at Anne Arundel. Of concern, however, is that the percentage of African-Americans who transfer is half that of white students. Serving students whose educational goal is to transfer is an essential component of the college's mission. In accordance, the college will continue to monitor the outcomes of these students, strengthen articulation agreements with State four-year institutions, and work with four-year institutions to enhance the exchange of information pertaining to our transfer students.

1:1-1

ANNE ARUNDEL COMMUNITY COLLEGE TRANSFERS TO MARYLAND 4-YR INSTITUTIONS FROM FALL-TO-FALL ENROLLMENT MATRICES

Transfer Institution	1980 -1981	1981 -1982	1982 -1983	1983 -1984	1984 -1985	1985 -1986	1986 -1987	1987 -1988	1988 -1989	1989 -1990	1990 -1991
UMBC	84	99	127	137	108	111	142	150	156	178	207
UMCP	182	147	155	162	146	138	120	137	146	149	192
Towson	56	62	96	90	88	105	119	116	124	179	183
UMUC	56	66	74	73	96	92	74	92	95	135	103
UB	41	58	58	43	53	54	73	85	89	90	97
Salisbury	22	18	26	39	34	24	27	38	50	66	77
Bowie	14	19	9	9	16	24	25	30	27	35	31
UMAB	13	26	11	24	24	8	10	11	12	18	28
Frostburg	15	13	11	11	15	14	15	16	20	18	27
St. Mary's	13	9	12	6	5	8	13	12	6	10	12
UMES	0	1	0	2	1	1	1	2	2	4	5
Coppin	0	2	1	1	0	1	2	0	0	3	3
Morgan	1	3	2	0	2	0	6	3	3	6	1
Total to 4-years	497	523	582	597	588	580	627	692	730	891	966



Note: The data represent only students who transferred to a Maryland public institution--students who transferred to an independent institution in the State or to an institution in another state were not counted. Also, because the data are for consecutive fall semesters, students who transferred in the spring but did not remain enrolled for the subsequent fall term or who delayed transfer for more than a year were not counted.

Source: "Undergraduate Transfers Between Maryland Public Institutions." MHEC. tranmtrx.wq1

1:1-2

PROGRAM ENROLLMENTS OF ANNE ARUNDEL COMMUNITY COLLEGE TRANSFER STUDENTS
1990 AND 1991

ANNE ARUNDEL COMMUNITY COLLEGE PROGRAM AREA

HEGIS PROGRAM AT 4-YEAR *	Computer		Teacher		Business		Engineering		All 4000 (Transfer)		All 5000 (Career)	
	Specific Transfer Program											
0100					2	1%			15	2%	1	1%
0300					1	1%			3	0%	1	1%
0400					2	1%	2	6%	26	3%		
0500	1	2%			84	55%	1	3%	139	17%	17	12%
0600					4	3%			29	4%	1	1%
0700	32	71%			2	1%	2	6%	43	5%	6	4%
0800			43	63%	7	5%			104	13%	7	5%
0900							17	52%	21	3%		
1000									22	3%	4	3%
1100			1	1%					3	0%		
1200	1	2%							40	5%	18	12%
1300			1	1%					7	1%	1	1%
1400					1	1%			6	1%	1	1%
1500			1	1%	1	1%			25	3%	4	3%
1700	1	2%	1	1%	1	1%	1	3%	8	1%	1	1%
1900							1	3%	7	1%		
2000			2	3%	2	1%			45	5%	4	3%
2100					1	1%	1	3%	24	3%	13	9%
2200	1	2%	8	12%	14	9%	3	9%	79	10%	8	5%
4000	8	18%	3	4%	17	11%	1	3%	79	10%	36	25%
Undec	1	2%	8	12%	14	9%	4	12%	95	12%	23	16%
Total	45		68		153		33		820		146	

*** Four-Year Institution Program Codes**

0100 - Agriculture
0300 - Area Studies
0400 - Biological Sciences
0500 - Business and Management
0600 - Communications
0700 - Computer and Information Sciences
0800 - Education
0900 - Engineering
1000 - Fine and Applied Arts
1100 - Foreign Languages
1200 - Health Professions
1300 - Home Economics
1400 - Law
1500 - Letters
1600 - Library Science
1700 - Mathematical Sciences
1900 - Physical Sciences
2000 - Psychology
2100 - Public Affairs and Services
2200 - Social Sciences
4000 - Interdisciplinary Studies and General Liberal Arts

Source: "Undergraduate Transfers Between Maryland Public Institutions." MHEC.

ENROLLMENT STATUS OF ANNE ARUNDEL COMMUNITY COLLEGE

FULL- AND PART-TIME STUDENTS

Full-Time

Status	1981 -1982	1982 -1983	1983 -1984	1984 -1985	1985 -1986	1986 -1987	1987 -1988	1988 -1989	1989 -1990	1990 -1991
Transfer 4-yr:										
Towson	46	68	70	73	78	102	93	86	140	144
UMCP	100	112	125	100	90	81	88	107	108	134
UMBC	62	84	74	60	54	69	73	80	101	131
Salisbury	12	20	30	22	20	25	31	38	51	71
UB	34	32	25	28	31	44	49	49	55	59
Other	42	29	43	48	42	47	59	47	71	66
Total FT	**296**	**345**	**367**	**331**	**315**	**368**	**393**	**407**	**526**	**605**
Total Full-time Enrolled in Fall	2351	2462	2383	2176	2181	2396	2509	2931	3204	3404

Part-Time

Status	1981 -1982	1982 -1983	1983 -1984	1984 -1985	1985 -1986	1986 -1987	1987 -1988	1988 -1989	1989 -1990	1990 -1991
Transfer 4-yr:										
UMUC	55	68	63	86	83	68	80	87	118	98
UMBC	37	43	63	48	57	73	77	76	77	76
UMCP	47	43	37	46	48	39	49	39	41	58
Other	88	83	67	77	77	79	93	121	129	129
Total PT	**227**	**237**	**230**	**257**	**265**	**259**	**299**	**323**	**365**	**361**
Total Part-time Enrolled in Fall	5929	6237	6644	6718	7089	7641	8147	8733	8620	8748

Source: "Undergraduate Transfers Between Maryland Public Institutions." MHEC.

ftpttran.wq1

Table 1:1-4

Transfer Rate of AACC First-Time Full-Time Freshmen Four Years After Initial Enrollment					
	Fall 1983 (as of F87)	**Fall 1984** (as of F88)	**Fall 1985** (as of F89)	**Fall 1986** (as of F90)	**Fall 1987** (as of F91)
Number in Initial Cohort	797	835	869	949	1036
Transferred with Degree	9%	11%	13%	11%	13%
Transferred No Degree	18%	17%	20%	19%	20%
Total Transferred	26%	29%	33%	31%	33%

Source: Maryland Higher Education Commission

1:2-1

Grade Point Averages of Anne Arundel Community College Transfers to U. of MD System

College	Students Matriculated	Students Enrolled SP91	SP 91 Cumulative GPA 0.00-0.99	1.00-1.99	2.00-2.99	3.00-4.00	2.00 or Higher	Students Graduated
Bowie State								
1989	20	14	0	0	4	10	14	6
		70%	0%	0%	29%	71%	100%	30%
1990	28	24	0	0	4	20	24	0
		86%	0%	0%	17%	83%	100%	0%
Frostburg State University								
1989	10	8	0	1	2	5	7	2
		80%	0%	13%	25%	63%	88%	20%
1990	12	12	0	4	3	5	8	0
		100%	0%	33%	25%	42%	67%	0%
Salisbury State University								
1989	43	34	0	5	23	6	29	5
		79%	0%	15%	68%	18%	85%	12%
1990	56	52	0	8	34	10	44	0
		93%	0%	15%	65%	19%	85%	0%
Towson State University								
1989	34	30	0	1	19	10	29	10
		88%	0%	3%	63%	33%	97%	29%
1990	51	46	1	8	29	8	37	0
		90%	2%	17%	63%	17%	80%	0%
University of Baltimore								
1989	75	56	0	1	17	38	55	16
		75%	0%	2%	30%	68%	98%	21%
1990	83	77	0	5	24	48	72	0
		93%	0%	6%	31%	62%	94%	0%
UMAB								
1988	11	10	0	0	5	5	10	8
		91%	0%	0%	50%	50%	100%	73%
1989	12	11	0	0	9	2	11	0
		92%	0%	0%	82%	18%	100%	0%

College	Students Matriculated	Students Enrolled SP91	SP 91 Cumulative GPA 0.00-0.99	1.00-1.99	2.00-2.99	3.00-4.00	2.00 or Higher	Students Graduated
UMBC								
1989	121	83	0	1	37	45	82	21
		69%	0%	1%	45%	54%	99%	17%
1990	150	121	0	18	49	54	103	1
		81%	0%	15%	40%	45%	85%	1%
UMCP								
1989	101	70	7	3	29	31	60	7
		69%	10%	4%	41%	44%	86%	7%
1990	115	99	5	2	47	45	92	0
		86%	5%	2%	47%	45%	93%	0%
UMUC								
1989	119	43	1	0	7	35	42	7
		36%	2%	0%	16%	81%	98%	6%
1990	143	91	2	2	20	67	87	0
		64%	2%	2%	22%	74%	96%	0%

Note: Cumulative GPA as of Spring '91 is shown only for those students who were enrolled in the Spring '91 semester.

Source: UMSA Office of Academic Affairs
trangpa2.wq1

Grade Point Averages of Students at University of Maryland Institutions: AACC Transfers, Maryland Community College Transfers, and Native Freshmen						
	Anne Arundel		MD Community College System		Native Freshmen	
Matriculated in 1990	644		4608		5661	
Enrolled SP 91	527	82%	3616	78%	5045	89%
Cumulative GPA (as of SP 91):						
0.00-0.99	8	2%	116	3%	161	3%
1.00-1.99	47	9%	319	9%	855	17%
2.00-2.99	211	40%	1499	41%	2453	49%
3.00-4.00	261	50%	1682	47%	1576	31%
< 2.00	55	10%	435	12%	1016	20%
≥ 2.00	472	90%	3181	88%	4029	80%

Note: Data refers to the cumulative grade point averages of students enrolled for the first time in one of the system institutions in 1990.

1:3-1

ENROLLMENT STATUS OF ANNE ARUNDEL COMMUNITY COLLEGE STUDENT ONE YEAR LATER (FALL-TO-FALL)

Status	1984 -1985	1985 -1986	1986 -1987	1988 -1989	1989 -1990	1990 -1991
			All Races			
Total Enrolled	8,894	9,270	10,037	11,664	11,824	12,152
Transfer 4-yr	588	580	627	730	891	966
	7%	6%	6%	6%	8%	8%
			African-Americans			
Total Enrolled	596	631	749	915	927	969
Transfer 4-yr	24	28	34	31	49	44
	4%	4%	5%	3%	5%	5%
			Whites			
Total Enrolled	7,967	8,325	8,914	10,301	10,420	10,605
Transfer 4-yr	548	534	570	672	806	882
	7%	6%	6%	7%	8%	8%

Source: "Undergraduate Transfers Between Maryland Public Institutions." MHEC. tranrace.wq1

Table 1:3-2

Status of First-time Full-time Freshmen Cohort: Four Years After Initial Enrollment					
	Entering Cohort				
Status	Fall 1983 (as of F87)	Fall 1984 (as of F88)	Fall 1985 (as of F89)	Fall 1986 (as of F90)	Fall 1987 (as of F91)
Entering Number:	797	835	869	949	1036
White	706	739	769	842	927
Af-Am	62	59	72	71	64
Other	29	37	28	36	45
Transferred (w/ or w/out degree)	26%	29%	33%	31%	33%
White	28%	31%	34%	32%	34%
Af-Am	15%	15%	18%	14%	17%
Other	21%	14%	50%	22%	42%

Source: Maryland Higher Education Commission.

1:4-1

Graduates Rating of Transfer Preparation: Percent Who Responded Preparation was "Very Good" or "Good"			
	1986 Graduates	1988 Graduates	1990 Graduates
Anne Arundel	81% (144)	84% (194)	85% (224)
Peers	78% (697)	80% (605)	82% (684)
Rest of State	78% (378)	82% (508)	81% (478)

Note: The percentages cited represent the percentage of respondents who reported transferring to a four-year institution and rated the transfer preparation they received at the community college as "very good" or "good".

Source: 1986, 1988, and 1990 Maryland Community College Graduate Follow-Up Surveys.
transat.acc

1:4-2

Credit Hours with a "C" or Better Not Accepted at Transfer Institution

Anne Arundel Community College
1990 Graduates

Credits Lost	All Programs (N=67)	Transfer Programs (N=50)	Career Programs (N=17)
1-3	29 43%	23 46%	6 35%
4-6	12 18%	9 18%	3 18%
7-12	17 25%	12 24%	5 29%
13-20	6 9%	4 8%	2 12%
$\geq$ 20	3 4%	2 4%	1 6%
Mean	7.7	7.5	8.2
State Mean	10.7	8.9	14.6

1:4-3

Reasons Courses with a "C" or Better Were Not Accepted by Transfer Institution

Changed major	8	12%
Earned over 60 credits	33	49%
No comparable course offered at the transfer college	28	42%
Other	24	36%

Source: 1990 Maryland Community College Graduate Survey
crlost.acc

SECTION #2

Student Preparation for Employment and Goal Achievement

An institutional goal of the college is to provide courses and certificate and associate degree programs to enable students to gain employment, to retrain for new career fields, or to upgrade current career skills with the objective that: students become well prepared for a wide variety of career fields through acquiring primary qualifications, through retraining, or through improvement of job skills.

The college provides career development assistance to students intending to prepare for immediate entry into the work force or to update job skills. The Job Placement Office offers various services to assist students in job search and interviewing skills, career decisions, and career development.

To determine the demand for program development and modification, the college conducts job market analyses in the county which assess the variety of positions available for program graduates, including appropriate degree or certification requirements, current and projected demand, starting salary, and employer interest. By monitoring students who graduate in career programs and then transfer to a four-year institution, the college can assess the need for program change.

To assess the college's effectiveness in preparing students for employment the following questions were addressed:

1.	**How many graduates find jobs in fields related to their community college programs?**	**Tables 2:1-1..5**
2.	**Are students and employers satisfied with the career preparation provided by the college?**	**Tables 2:2-1..2**
3.	**How do students perform on licensing examinations?**	**Table 2:3-1**

Tables 2:1-1 to 2:3-3 address these questions by providing data from the follow-up study of 1990 graduates and their employers and data from licensing boards on exam pass rates. As shown:

- 96 percent of the career program graduates responded that they were employed; over three-quarters full-time (76%). The overall employment rate for 1990 transfer and career program graduates was 86%.

- 68 percent of the career program graduates responded that they began their job either while attending Anne Arundel Community College or afterwards—slightly higher than for total graduates (64%).

- 82 percent of the career program graduates who were employed full- or part-time reported that they were working in jobs related to their community college field vs. 66 percent of the total graduates.

- Those graduates who were not employed in a job related to their academic field stated numerous reasons why, including better pay in other fields and an inability to find jobs in their field.

- Of the 257 graduates who were working full- or part-time in a job related to their community college field, 57 percent were graduates of career programs and 43 percent were transfer program graduates. The largest share of employed graduates were from the General Studies, Nursing, and Business Administration programs.

- The percent of employed career graduates who rated the employment preparation they received at Anne Arundel as "good" or "very good" decreased from 85 percent in 1988 to 75 percent in 1990.

- A very high percentage of employers (92%) rated the overall employment preparation of Anne Arundel Community College career graduates as "good" or "very good", however, this percentage was lower than in past years.

- Anne Arundel Community College graduates traditionally score well on the State Nursing licensing exam, achieving a first-time pass rate of 100 percent in 1992—higher than both the national average (92%) and state average (93%). Graduates also scored high on the EMT licensing exams, evidence that Anne Arundel is effectively preparing these graduates.

Implications:

The assessment of the college's effectiveness in preparing students for employment yielded positive overall results. However, two, related areas of concern were identified. First, the percentage of career graduates responding that the employment preparation they received at Anne Arundel was "good" or "very good" decreased ten percent from 1988 (85%) to 1990 (75%). In the past, Anne Arundel has scored higher on this measure than other Maryland community colleges, but 1990 statewide data was not available for comparison. Second, although employers rated the overall preparation of Anne Arundel's graduates quite high, the ratings were lower in 1990 than in previous years. To address these concerns, ratings of employment preparation were analyzed by program and the results were distributed to the appropriate department chair, division chair, the Dean of Technical and Career Education, and the Vice President for Academic Affairs.

2:1-1 **Employment Status of 1990 Graduates of Anne Arundel Community College**

	All Graduates (482)		Career Graduates (194)	
Employed Full-Time	279	58%	148	76%
Employed Part-Time	134	28%	39	20%
Unemployed and Seeking Employment	8	2%	4	2%

2:1-2 **Period When Graduates Began Present Job**

	All Graduates (404)		Career Graduates (179)	
Before Attending Community College	142	35%	58	32%
While Attending Community College	139	34%	62	35%
After Attending Community College	123	30%	59	33%

2:1-3 **Graduate Employment in Relation to Community College Field**

	All Graduates (392)		Career Graduates (180)	
Same/Somewhat Related	257	66%	147	82%
Not Related	135	34%	33	18%

2:1-4 **Reasons Graduates Not Employed in Related Field**

	All Graduates (130)		Career Graduates (33)	
Could not find a job related to my program/major	23	18%	7	21%
Better pay in field in which employed	20	15%	5	15%
Better opportunity for advancement in field in which employed	9	7%	2	6%
Did not want to work in the field of preparation	6	5%	1	3%
Program of study at this college was not career-oriented	17	13%	3	9%
Other	55	42%	15	45%

Source: 1990 Maryland Community College Graduate Follow-Up Survey.

2:1-5 **1990 ANNE ARUNDEL GRADUATES EMPLOYED FULL- OR PART-TIME IN FIELD OF TRAINING BY HEGIS PROGRAM**

CERTIFICATES AWARDED:				
5001	01	Business Management	14	5%
5002	01	Financial Accounting	5	2%
5004	08	Retail Management	1	<1%
5005	01	Office Technology	1	<1%
5008	01	Communication Arts Technology	---	---
5010	01	Hotel/Restaurant Management	---	---
5012	01	Music	1	<1%
5101	01	Computer Information Systems	11	4%
5214	01	Medical Assisting/STWD	1	<1%
5216	01	Human Services	1	<1%
5299	10	EMT-Paramedic/STWD	4	2%
5303	01	Designing & Drafting Tech	---	---
5310	01	Electronic Engineering Tech	3	1%
5315	01	Manufacturing Technology	---	---
5399	01	Systems Engineering Tech	---	---
5505	01	Law Enf & Crim Justice	---	---
5599	01	Paralegal Studies	7	3%
		TOTAL:	**49**	**19%**
ASSOCIATE DEGREES AWARDED:				
4910	01	Arts & Sciences Transfer	3	1%
4940	01	Engineering Transfer	7	3%
4950	01	General Studies	60	23%
4960	01	Teacher Education Transfer	5	2%
4970	01	Business Admin Transfer	30	12%
4980	01	Computer Science Transfer	5	2%
5001	01	Business Management	21	8%
5002	01	Financial Accounting	1	<1%
5004	08	Retail Management	1	<1%
5005	01	Office Technology	2	1%
5008	01	Communication Arts Tech	---	---
5010	01	Hotel/Restaurant Management	---	---
5101	01	Computer Information Systems	9	4%
5199	03	Computer Network Mgmt/STWD	---	---
5208	01	Nursing	41	16%
5214	01	Medical Assisting/STWD	2	1%
5216	01	Human Services	2	1%
5299	10	EMT-Paramedic/STWD	2	1%
5304	01	Architectural Tech	2	1%
5309	01	Civil Engineering Tech/Disc	---	---
5310	01	Electronic Engineering Tech	10	4%
5315	01	Manufacturing Technology	3	1%
5399	07	Systems Engineering Tech	---	---
5406	01	Ocean Engr Tech/Disc	---	---
5505	01	Law Enf & Crim Justice	2	1%
5599	01	Paralegal Studies	---	---
		TOTAL:	**208**	**81%**
Total from Career Programs:			**147**	57%
Total from Transfer Programs:			**110**	43%
TOTAL EMPLOYED IN FIELD:			257	

2:2-1 Career Graduates' Rating of Community College Preparation for Employment

Preparation was "Very Good" or "Good"

	Graduates of 1986	1988	1990
Anne Arundel	83% (164)	85% (134)	75% (120)
Peers	81% (679)	80% (636)	DNA
Rest of State	81% (483)	83% (555)	DNA

DNA = Data not available

2:2-2 Employer Rating of the Preparation of Anne Arundel Community College Career Graduates as Compared to Other Entering Employees

Preparation was "Very Good" or "Good"

	Employers of Graduates of 1986	1988	1990
Knowledge of specific technical job skills	84% (44)	94% (46)	93% (56)
Familiarity with equipment required by the job	82% (42)	96% (44)	93% (55)
Ability to learn on the job	94% (50)	100% (50)	97% (62)
Writing Skills	86% (46)	74% (35)	90% (54)
Oral Communication Skills	86% (46)	86% (43)	85% (56)
Ability to solve problems related to job	87% (46)	90% (45)	89% (57)
Overall preparation for employment	94% (50)	96% (48)	92% (57)

empsat.acc

1992 First-Time Pass Rates on Certification Exams			
Exam	# Examinees	# Passed	Pass Rate
Nursing (NCLEX-RN)	67	67	100%
EMT-Paramedic	14	13	93%
EMT-Ambulance	35	34	97%
EMT-First Responder: Fall 1991 (4 sections) Spring 1992	 91 64	 91 63	 100% 98%
Phlebotomy (Spring)	32	27	84%
Cardiac Rescue Technician (April/July Combined)	34	23	68%

SECTION #3

Extended Learning

An institutional goal of the college is to provide courses and programs to serve the lifelong educational needs of the community with the following objective: that students discover the value of lifelong learning, professional growth, and self-enrichment through taking non-credit as well as credit courses, and find in the college a wide variety of continuing education opportunities.

A second goal is to extend, through contractual arrangements, educational resources to governmental, civic, business, and industrial sectors of the community with the following objective: that business, government, and industry in the community have an opportunity to enhance their operations through specially tailored educational programs developed in consultation with the college.

The college offers a wide range of credit and noncredit opportunities designed to help county residents: prepare for careers, earn academic credit toward a degree, increase work-related knowledge and skills, and enrich their lives.

1. **What is the headcount, enrollment, and fte generated by the various community service and continuing education programs offered by the college? 3:1-1**

2. **What percentage of the total funded fte does continuing education generate? 3:2-1**

3. **Are continuing education students satisfied with their experiences at the college? 3:3-1..2**

4. **Do credit students who attend the college for self-enrichment achieve their goal? 3:4-1**

5. **What are the first-time pass rates on selected certification exams? 3:5-1**

6. **How many continuing education units (CEUs) are awarded in occupational programs? 3:6-1..2**

Tables 3:1-1 to 3:6-2 provide the necessary data to answer these questions.

- In FY 1992 there were 20,809 students enrolled in continuing education courses—22 percent fewer students than in FY 1991. In terms of headcount, community services/continuing education, business and employee training, and seniors are the largest programs. The seniors, community services/continuing education, corrections, and business and employee training programs generate the most FTE.

- FTE generated by the continuing education program accounted for 25 percent of the college's total funded FTE for FY 1992—down from 30 percent in FY 1991.

- In August 1992, a survey was administered to two groups of continuing education students enrolled during the 1991-92 academic year: (1) the total population of students in apprenticeship courses; and (2) a random sample of students enrolled in licensure/certification of occupational programs. The purpose of the study was to assess students satisfaction with these programs and to learn more about the students who enroll in these programs. Student responses clearly indicated that the college offers quality instruction and employs top-notch instructors. The majority of students reported that they achieved their educational goals, would recommend the courses they took to other students, and plan on enrolling in courses at the college in the future—all measures of student success.

- Of the 12,077 credit students attending the college in Fall 1992, 10 percent have an educational goal of self-enrichment. Results from the latest graduate follow-up surveys reveal that all (100%) of the students whose educational goal was self-enrichment reported that they completely or partly achieved their goal.

- At this point, the Certified Employee Benefit Specialist (CEBS) Program is the only noncredit program where pass rates for participants are provided to the college. For courses I and II, Anne Arundel's pass rates exceeded the national average. For courses VI and VII, the college's pass rates fell below the national average, but these rates were calculated from a small base of examinees—seven and five, respectively.

- In areas where pass rate information is not available or applicable, the college can provide data which indicates successful completion of the course by the award of Continuing Education Units (CEUs) for participant involvement.

Implications:

An examination of Anne Arundel's continuing education and extended learning programs revealed that these programs are healthy, although down from last fiscal year, and that they serve and important role in the education of Anne Arundel County residents. Although a comprehensive study of continuing education students has not been conducted since 1987, the 1992 study of apprenticeship and licensure/certification students yielded very positive results. Further, the Division of Continuing Education and Extended Learning Programs has made great strides during the past year in refining and expanding the CARS reporting system.

3:1-1

Community Services/Continuing Education Enrollment, Headcount, and FTE Report All Courses (Eligible and Non-Eligible) Fiscal Years 1991-1992						
	FY 1991			FY 1992		
Program	ENRL	FTE	H.C.	ENRL	FTE	H.C.
Literacy	923	120.4	496	541	68.8	347
JTPA	363	80.9	111	537	117.9	234
OBET Credit	538	57.6	417	591	60.9	382
Community Svcs/ Cont. Education	9936	389.4	7119	9547	353.2	6674
Business/Emp Trng	9609	407.4	6988	5330	247.3	4431
Conferences	3155	69.0	2946	1528	40.9	1476
Apprenticeship	441	154.0	373	297	102.0	261
Corrections	4086	577.9	1651	1442	261.3	1158
Children's	3077	92.2	2739	2695	81.0	2083
Seniors	18,370	852.6	4537	17,146	838.1	4218
Totals	50,498	2801.4	26,536	39,654	2171.4	20,809

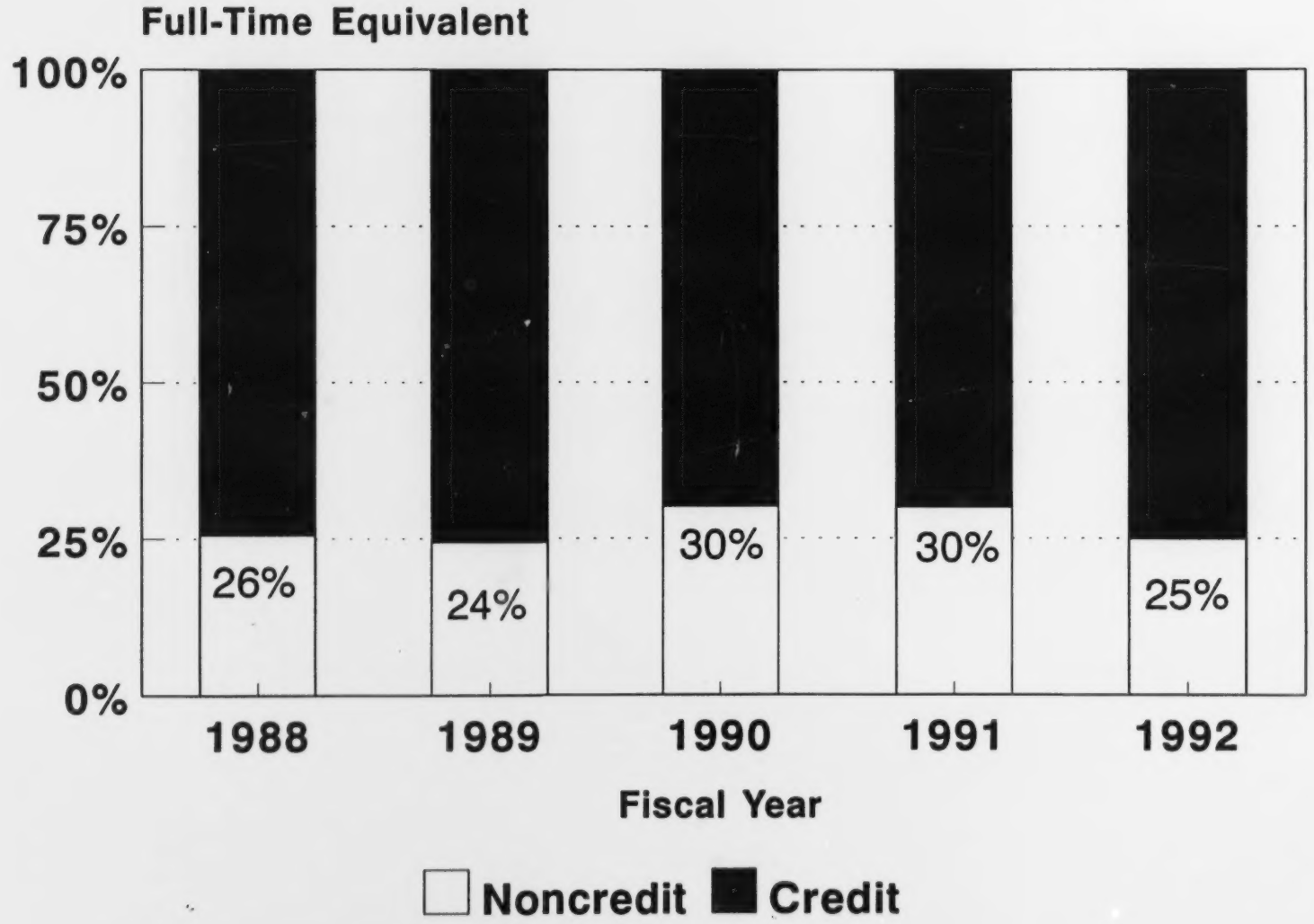
Source: NCJ063

3:2-1

Anne Arundel Community College

Funded Full-Time Equivalent Enrollment

Fiscal Years 1988-1992



3:3-1

Survey of Licensure/Certification Students
Fiscal Year 1992

Anne Arundel Community College would like your assistance in assessing our licensure/ certification and occupational continuing education courses. Please complete this survey by circling your response for each question and then returning it in the prepaid, self-addressed envelope provided. All answers will be strictly confidential. Thank you for your help.

N=166

A. Did you take the continuing education course(s) to fulfill licensure/certification requirements?

	N	%
1. Yes	134	82%
2. No	30	18%

B. What was your primary goal in enrolling in continuing education course(s) at Anne Arundel Community College?

	N	%
1. Update skills for current job	99	61%
2. Prepare for entry into first career	4	3%
3. Prepare for entry into different career	15	9%
4. Self-enrichment	14	9%
5. Other (specify):	31	19%

C. Was your primary goal achieved by the time you completed your course work?

3. Completely achieved	2. Partly achieved	1. Not achieved
110 (68%)	49 (30%)	4 (3%)

D. Would you recommend the course(s) you completed to other students with similar goals?

1. Yes	2. No	3. Depends
146 (90%)	2 (1%)	14 (9%)

E. Please evaluate Anne Arundel Community College's continuing education program on each of the following criteria:

	Excellent 4	Good 3	Fair 2	Poor 1	Mean Score
Quality of instruction	70 (44%)	79 (49%)	9 (6%)	2 (1%)	3.4
Faculty availability/helpfulness	69 (45%)	72 (47%)	9 (6%)	4 (3%)	3.3
Sites where courses are offered	61 (39%)	80 (51%)	13 (8%)	3 (2%)	3.3
Registration/payment procedures	58 (37%)	86 (55%)	12 (8%)	-----	3.3
Times/days courses are scheduled	55 (35%)	86 (55%)	16 (10%)	-----	3.2
Tuition and fees/affordability	55 (35%)	81 (52%)	18 (12%)	2 (1%)	3.2
Variety of courses offered	52 (34%)	87 (57%)	14 (9%)	1 (1%)	3.2
Use of technology	28 (19%)	96 (66%)	21 (15%)	-----	3.0

F. Do you plan on enrolling in any continuing education courses at Anne Arundel in the future?

1. Yes	2. No
127 (86%)	20 (14%)

G. What was your employment status at the time you were enrolled at Anne Arundel?

	N	%
1. Employed full-time (35 or more hours per week)	101	64%
2. Employed part-time	35	22%
3. Unemployed and seeking a job	3	2%
4. Unemployed and not seeking a job	7	4%
5. Other:	12	8%

retired (4); self-employed (2); self-employed in real estate; self-employed full-time with flexible schedule; self-employed day care provider; employed full-time and seeking part-time employment; needed to complete course to reinstate my license; in nursing school

IF UNEMPLOYED, GO TO QUESTION J.

H. How would you classify your job?

	N	%
1. Executive/Managerial	35	25%
2. Other Professional	77	54%
3. Technical/Paraprofessional	17	12%
4. Support	14	10%

I. Did your employer provide tuition reimbursement?

1. Yes	2. No
50 (34%)	96 (66%)

J. What was the highest level of education you had achieved at the time you were enrolled at Anne Arundel?

	N	%
1. Less than a high school diploma	2	1%
2. High school diploma/GED	33	21%
3. Some college	47	30%
4. Certificate or associate's degree	14	9%
5. Bachelor's degree	38	24%
6. Master's or first professional degree/designation	20	13%
7. Doctorate	2	1%

3:1-2

Survey of Apprenticeship Students
Fiscal Year 1992

Anne Arundel Community College would like your assistance in assessing our continuing education apprenticeship courses. Please complete this survey by circling your response for each question and then returning it in the prepaid, self-addressed envelope provided. All answers will be strictly confidential. Thank you for your help.

N=60

A. Which year of the apprenticeship program have you completed?

	N	%
1. 1st year	22	38%
2. 2nd year	11	19%
3. 3rd year	13	22%
4. 4th year	12	20%

B. What was your primary goal in enrolling in apprenticeship course(s) at the College?

	N	%
1. Update skills for current job	33	55%
2. Prepare for entry into first career	11	18%
3. Prepare for entry into different career	10	17%
4. Self-enrichment	2	3%
5. Other: in order to get the job; to prepare for master's license exam; become self-employed; obtain license for my own business	4	7%

C. Was your primary goal achieved by the time you completed your course work?

3. Completely achieved	2. Partly achieved	1. Not achieved
20 (33%)	37 (62%)	3 (5%)

D. Would you recommend the course(s) you completed to other students with similar goals?

1. Yes	2. No	3. Depends
48 (81%)	1 (2%)	10 (17%)

E. Please evaluate Anne Arundel Community College's continuing education program on each of the following criteria:

	Excellent 4	Good 3	Fair 2	Poor 1	Mean Score
Faculty availability/helpfulness	21 (37%)	28 (49%)	8 (14%)	-----	3.2
Quality of instruction	18 (31%)	30 (52%)	9 (16%)	1 (2%)	3.1
Times/days courses are scheduled	16 (28%)	30 (53%)	9 (16%)	2 (4%)	3.1
Registration/payment procedures	14 (25%)	34 (60%)	8 (14%)	1 (2%)	3.1
Variety of courses offered	12 (23%)	31 (59%)	9 (17%)	1 (2%)	3.0
Use of technology	10 (17%)	29 (50%)	15 (26%)	4 (7%)	2.8
Sites where courses are offered	14 (25%)	21 (37%)	12 (21%)	10 (18%)	2.7
Tuition and fees/affordability	12 (21%)	21 (37%)	19 (33%)	5 (9%)	2.7

F. Do you plan on enrolling in any continuing education courses at Anne Arundel in the future?

1. Yes	2. No
45 (82%)	10 (18%)

G. What was your employment status at the time you were enrolled at Anne Arundel?

	N	%
1. Employed full-time (35 or more hours per week)	55	95%
2. Employed part-time	2	3%
3. Other: unemployed	1	2%

H. How would you classify your trade?

	N	%		N	%
1. Plumber	8	14%	5. Shipfitter	1	2%
2. Electrician	32	55%	6. Boatjoiner	1	2%
3. Carpenter	3	5%	7. Marine related	---	---
4. Pipefitter	---	---	8. Fireman	5	9%

9. Other 8 (14%): electronics mechanic (2); sheet metal mechanic (2); paramedic; cabinetmaker; auto technician; ironworker

I. Did your employer provide tuition reimbursement?

1. Yes	2. No
35 (61%)	22 (39%)

J. What was the highest level of education you had achieved at the time you were enrolled at Anne Arundel?

	N	%
1. Less than a high school diploma	2	3%
2. High school diploma/GED	27	47%
3. Some college	20	35%
4. Certificate or associate's degree	4	7%
5. Bachelor's degree	4	7%
6. Master's or first professional degree/designation	1	2%
7. Doctorate	---	---

Goal Achievement of Graduates Whose Single Most Important Reason for Attending Anne Arundel was for Self-Enrichment		
Goal of Self Enrichment	1988 Graduates (N=16)	1990 Graduates (N=10)
Achieved Completely	56%	60%
Achieved Partly	44%	40%

Source: Maryland Community College Graduate Follow-Up Surveys

3:5-1

First-Time Pass Rates on Certified Employee Benefits Specialist (CEBS) Certification Exam					
Course	Semester	# Examinees	# Passed	Pass Rate	National Pass Rate
I	Fall 1991	15	13	87%	74%
VI	Fall 1991	7	4	57%	73%
II	Spr 1992	6	5	83%	76%
VII	Spr 1992	5	2	40%	75%

Continuing Education Units (CEUs) Awarded in FY92

Course Sequence	Students Enrolled	Students Awarded	% Awarded
Real Estate:			
REL323/RES400 (Initial Certif.)	130	101	78%
Other REL/RES	1021	947	93%
Insurance:			
OCP330	32	31	97%
CEB	58	44	76%
Accounting:			
CPU339/CPU340/ACC	198	183	92%
Child Care:			
CDA305/CDA306 (Initial Certif.)	356	326	92%
DAC/DAY/HEA354/NRS352	430	367	85%
Waste/Wastewater:			
CNE358/TEC309-312,333, 335-339, 344,346-348,350-356	132	125	95%
Nursing/Allied Health:			
Nursing Refresher: NRS330-331	40	38	95%
Other NRS and NSG (except NRS352)	185	149	81%
Pool/Spa Operations:			
ATH393 (Initial Certif.)	231	177	77%
Underground Storage:			
CFL580	184	173	94%

Source: JOB NCJ039/PGM NCB039

3:6-2

Continuing Education Units (CEUs) Awarded in Apprenticeship Training: FY 1992

Course Sequence	Students		
	Enrolled	Awarded	% Awarded
Auto Mechanic:			
OAP652	14	14	100%
Carpentry:			
OAP632-635	7	7	100%
Cabinet Maker:			
OAP604	18	11	61%
Coast Guard:			
OAP601,603,606,656-661,666-669,672-677, 680-685,688-694,697-699	53	43	81%
Cook/Baker:			
OAP605	18	14	78%
Electrician:			
OAP602,628-631,662-663,670-671,678-679,686-687	125	123	98%
Fireman:			
OAP647	20	20	100%
Plumber:			
OAP620-623,648,651,665,696	38	27	71%
Woodworking:			
OAP604	18	11	61%

Source: JOB NCJ039/PGM NCB039

SECTION #4

Student Educational Support Services

An institutional goal of the college is to provide a range of academic support services to students, and specialized support for non-traditional and special-population students.

1. **What are the characteristics of the college's credit student population? Table 4:1**
2. **With regard to testing services, how many students are identified as needing remediation, how many complete their developmental requirements, and how do these students perform in freshmen level courses after completing needed remediation? Tables 4:2**
3. **What support services and programs does the college provide to promote the recruitment, graduation, and retention of its diverse student population? Section 4:3**
4. **Are students satisfied with the services provided by the college? Tables 4:4-1..2**

The data provided in Tables 4:1-1 to 4:5- respond to these questions. As shown:

- Each semester, Anne Arundel Community College analyzes the composition of its credit student body to track changes in student characteristics and to ensure that college services satisfy the needs of our various populations. Although credit headcount surpassed the 12,000 mark for the third consecutive fall semester, the college experienced a 2.6 percent enrollment decline from Fall 1991 (12,401) to Fall 1992 (12,077); interrupting an eight-year succession of record fall enrollments. Even with this decline in total enrollments, the college was able to enroll a record 1,051 African-American students in Fall 1992.

- In Fall 1992, placement tests in English, reading, and math were administered to 70 percent of the incoming first-time freshmen. Of those assessed, 30 percent needed remediation in English, 32 percent in reading, and 55 percent in math.

- Of the 1,478 Anne Arundel County high school graduates who enrolled at the college during the 1991-92 academic year, 88 percent were administered placement tests in math, 78 percent in English, and 65 percent in reading. Of those tested, 22 percent were identified as needing remediation in English, 35 percent in reading, and 58 percent in math. In terms of race, African-American students were more likely to need remediation than white or other minority students.

- Of the students enrolled in Fall 1992 who had been tested and identified as needing remediation, 40 percent had completed their developmental English requirements, 61 percent had completed their developmental reading requirements, and 28 percent had completed their developmental math requirements.

- Anne Arundel Community College offers a wide variety of educational and students services to serve its general student population as well as its special student population. These services were evaluated in terms of number of students served, cost, and effectiveness.

- Follow-up surveys of graduates reveal that Anne Arundel Community College graduates have consistently rated the overall quality of the College very high--higher than the ratings graduates gave our peer colleges and the rest of the state community colleges. Further, Anne Arundel received higher ratings than its peer colleges on 10 of the 12 specific areas graduates were asked to rate.

Implications:

The assessment of student educational support services confirmed that Anne Arundel Community College, through its wide range of student services, enables students to enjoy a positive educational experience. As the overall results illustrate, Anne Arundel has been successful in its efforts to satisfy student needs for access to the College, to satisfy student personal safety and development, to provide transition to four-year institutions and to the work place, and to satisfy community needs for information and access to facilities.

One concern is the consistently low ratings Anne Arundel's graduates give the College's academic advising, job placement services and student activities. This problem is not unique to Anne Arundel, however: our State peer colleges and the smaller Maryland community colleges also received low ratings from their graduates in these areas.

4.1

STUDENT CHARACTERISTICS Fall 1988 - 1992

Characteristics	1988	%	1989	%	1990	%	1991	%	1992	%	Change 91-92
Headcount	11664		11824		12152		12401		12077		-2.6%
Part-time	8733	74.9%	8620	72.9%	8748	72.0%	8993	72.5%	8678	71.9%	-3.5%
Full-time	2931	25.1%	3204	27.1%	3404	28.0%	3408	27.5%	3399	28.1%	-0.3%
Gender:											
Female	7038	60.3%	7080	59.9%	7299	60.1%	7376	59.5%	7249	60.0%	-1.7%
Male	4626	39.7%	4744	40.1%	4853	39.9%	5025	40.5%	4828	40.0%	-3.9%
Race:											
White	10301	88.3%	10420	88.1%	10605	87.3%	10831	87.3%	10445	86.5%	-3.6%
African American	915	7.8%	927	7.8%	969	8.0%	975	7.9%	1051	8.7%	7.8%
Asian	164	1.4%	187	1.6%	222	1.8%	244	2.0%	248	2.1%	1.6%
Hispanic	140	1.2%	142	1.2%	166	1.4%	181	1.5%	183	1.5%	1.1%
Native American	42	0.4%	46	0.4%	51	0.4%	43	0.3%	37	0.3%	-14.0%
Foreign	44	0.4%	44	0.4%	48	0.4%	36	0.3%	31	0.3%	-13.9%
Minority*	1261	10.8%	1302	11.0%	1408	11.6%	1443	11.6%	1519	12.6%	5.3%
Age Intervals:											
<17	93	0.8%	90	0.8%	107	0.9%	107	0.9%	118	1.0%	10.3%
18 - 21	4076	34.9%	4421	37.4%	4480	36.9%	4394	35.4%	4154	34.4%	-5.5%
22 - 24	1482	12.7%	1398	11.8%	1427	11.7%	1602	12.9%	1593	13.2%	-0.6%
25 - 29	1778	15.2%	1767	14.9%	1812	14.9%	1824	14.7%	1888	15.6%	3.5%
30 - 39	2260	19.4%	2225	18.8%	2360	19.4%	2503	20.2%	2427	20.1%	-3.0%
40 - 49	1363	11.7%	1334	11.3%	1343	11.1%	1363	11.0%	1311	10.9%	-3.8%
50 - 59	362	3.1%	338	2.9%	363	3.0%	352	2.8%	346	2.9%	-1.7%
60 and Over	250	2.1%	251	2.1%	260	2.1%	256	2.1%	240	2.0%	-6.3%
Median Age	25		25		25		25		25		
Modal Age	18		19		19		19		19		
Mean Age	29		28		28		28		28		
Day	6045	51.8%	6251	52.9%	6635	54.6%	6956	56.1%	6815	56.4%	-2.0%
Evening	5619	48.2%	5573	47.1%	5517	45.4%	5445	43.9%	5262	43.6%	-3.4%

*Excludes foreign students

Characteristics	1988	%	1989	%	1990	%	1991	%	1992	%	Change 91-92
Program:											
Transfer	6886	59.0%	7112	60.1%	7599	62.5%	7472	60.3%	7234	59.9%	-3.2%
Career	3495	30.0%	3418	28.9%	3341	27.5%	3685	29.7%	3729	30.9%	1.2%
Certificate	1283	11.0%	1294	10.9%	1212	10.0%	1244	10.0%	1114	9.2%	-10.5%
Semester Goal:											
AA Degree							4553	36.7%	4499	37.3%	-1.2%
AA & Transfer		Data not available					4013	32.4%	3690	30.6%	-8.0%
Certificate							725	5.8%	656	5.4%	-9.5%
Course & Transfer							1661	13.4%	1660	13.7%	-0.1%
Courses Only							1416	11.4%	1559	12.9%	10.1%
Enrollment History:											
Recent AAC H.S.Grads	1197	10.3%	1318	11.1%	1204	9.9%	1120	9.0%	1183	9.8%	5.6%
First Time any College	3765	32.3%	3551	30.0%	3291	27.1%	3292	26.5%	2973	24.6%	-9.7%
Continuing From Spring	5582	47.9%	6087	51.5%	6488	53.4%	6832	55.1%	6697	55.5%	-2.0%
Returning Students*	2182	18.7%	1934	16.4%	2155	17.7%	2161	17.4%	2126	17.6%	-1.6%
Applied for Fin Aid			2410	20.4%	2523	20.8%	2734	22.0%	3013	24.9%	10.2%
SAT Mean Scores:											
AACC	849	(2,540)	850	(2,828)	853	(2,959)	849	(2,854)	847	(2,879)	-0.2%
Maryland	908		914		908		904		907		0.3%
United States	904		903		900		896		899		0.3%
Developmental	3436	29.5%	3902	33.0%	4202	34.6%	4614	37.2%	4860	40.2%	5.3%
Mean Credit Load:											
Full-time	13.8		13.8		13.8		13.7		13.5		-1.8%
Part-time	4.8		4.9		4.9		5.0		5.0		0.4%
Total	7.1		7.3		7.4		7.4		7.4		-0.1%
Enrolled FTE:											
On Campus	2370		2524		2631		2690		2620		-2.6%
Off Campus	327		311		290		290		303		4.5%
Funded FTE	2655		2796		2881		2937		2879		-2.0%

*Returning from a semester other than spring

Source: OPR/LA a:new.wq1 EA93-1

Assessment Results
First-Time Freshmen Students
Fall 1990-1992

First-Time Freshmen	Fall 1990 N	Fall 1990 Ass'd	Fall 1990 Need Rem	Fall 1991 N	Fall 1991 Ass'd	Fall 1991 Need Rem	Fall 1992 N	Fall 1992 Ass'd	Fall 1992 Need Rem
English:									
All	3291	2129	589	3292	2055	626	2973	2069	618
		65%	28%		62%	30%		70%	30%
Full-Time	1246	1196	302	1193	1138	335	1195	1173	300
		96%	25%		95%	29%		98%	26%
Part-Time	2045	933	287	2099	917	291	1778	896	318
		46%	31%		44%	32%		50%	35%
Reading:									
All	3291	2129	679	3292	2055	690	2973	2069	665
		65%	32%		62%	34%		70%	32%
Full-Time	1246	1196	366	1193	1138	388	1195	1173	342
		96%	31%		95%	34%		98%	29%
Part-Time	2045	933	313	2099	917	302	1778	896	323
		46%	34%		44%	33%		50%	36%
Math:									
All	3291	1959	1025	3292	1824	1105	2973	2018	1109
		60%	52%		55%	61%		68%	55%
Full-Time	1246	1121	609	1193	1064	622	1195	1118	602
		90%	54%		89%	58%		94%	54%
Part-Time	2045	838	416	2099	760	483	1178	900	507
		41%	50%		36%	64%		76%	56%

Source: Enrollment Information System (EIS) Tapes

4:2-2

Anne Arundel County High School Graduates Who Enrolled at AACC
During the 1991-92 Academic Year: Select Outcomes by Race

	White		Af-Am		Other		Total	
Population Size	1309		91		71		1478	
Math Assessment:								
Number assessed	1157	88%	79	87%	65	92%	1306	88%
No remediation needed	480	41%	16	20%	44	68%	544	42%
Remediation needed	677	59%	63	80%	21	32%	762	58%
English Assessment:								
Number assessed	1223		79		69		1377	
No remediation needed	978	80%	42	53%	51	74%	1075	78%
Remediation needed	245	20%	37	47%	18	26%	302	22%
Reading Assessment:								
Number assessed	1223		79		69		1377	
No remediation needed	828	68%	30	38%	41	59%	901	65%
Remediation needed	395	32%	49	62%	28	41%	476	35%
Mean:								
SAT Verbal	405	(N=692)	340	(N=26)	390	(N=45)	402	(N=766)
SAT Math	440	(N=692)	365	(N=26)	480	(N=45)	440	(N=766)
Grade in 1st Credit English Course	2.31	(N=808)	1.75	(N=32)	2.15	(N=40)	2.29	(N=883)
Grade in 1st Credit Math Course	2.17	(N=544)	1.74	(N=19)	2.23	(N=43)	2.17	(N=609)
Adjusted Credits Earned	13.72		8.32		14.85		13.46	
Cumulative GPA	2.13		1.66		2.21		2.10	

The "other" category represents American Indians, Asians-Pacific-Islanders and Hispanics.
Foreign students and students whose race is unknown are included in the "total" category.

Source: SOAR High School Graduate System

Student Completion of Developmental Requirements: Fall 1990-1992			
	Fall 1990	Fall 1991	Fall 1992
Total Enrolled	12,152	12,401	12,077
English:			
Identified as Needing Remediation	1786	1909	1939
Completed Needed Remediation	708 (40%)	778 (41%)	769 (40%)
Reading:			
Identified as Needing Remediation	2260	2414	2418
Completed Needed Remediation	1211 (54%)	1394 (58%)	1478 (61%)
Math:			
Identified as Needing Remediation	4187	4663	4978
Completed Needed Remediation	1311 (31%)	1400 (30%)	1397 (28%)

Source: Enrollment Information System (EIS) tape.

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Section 4-3

Anne Arundel Community College is actively concerned about the recruitment and retention of students. The college actively undertakes recruitment and retention activities designed to attract students to Anne Arundel and then help these students attain their educational goal—which may include graduation. While some of these activities are targeted specifically to minorities, others are for the benefit of all students.

Retention and Graduation

As an open-door institution, Anne Arundel is faced with challenging retention issues. In 1991, a college retention committee was formed to identify retention strategies, activities and develop a plan. This ad hoc committee, comprised of representatives from Academic Affairs, Administrative Services, and Student Services, first met October 11, 1991 and continued to meet twice monthly for the next eight months. Using reports produced by faculty and library staff, student services staff, and administrative staff, the committee was able to survey existing campus-wide retention activities and identify issues, solutions, and methods of implementation for each contributing area. This information was compiled in a report, titled *A Profile of Retention-Related Programs and the Retention Plan.*

The *Retention Plan* includes the following goals and objectives:

- to increase the retention rate of all students
- to emphasize institutional commitment to effective teaching and student achievement
- to emphasize effective support programs for students
- to integrate academic support programs with student services in ways that they are mutually supportive
- to provide an early warning system, to identify poor achievers and "at-risk" students
- to provide support for "at-risk" students
- to review and revise the orientation program

Specifically referenced in the *Profile of Retention-Related Programs* are the Supplemental Instruction program, the Women's Institute Mentoring Program, the Task Force for High Risk Retention's Mentoring Program, the Athletic Monitoring System, the Community Based Organization Vocational Education Support Program, the New Student Orientation Program, and strategies utilized by the Science Division, Educational Services, Admissions, the Office of Minority Recruitment and Retention, Academic Advising, Career Planning and Placement, and Financial Aid/Veterans Affairs. This report summarizes each of the actual retention programs, new retention initiatives targeted to minorities, the educational and support services provided by the college, and retention-related studies the college has conducted.

Supplemental Instruction Program

Description: The Supplemental Instruction (SI) program at Anne Arundel Community College, initiated in Fall 1987, targets high-risk courses—defined as those courses in which 30 percent or more of the students enrolled receive D or F grades or withdrew. The Director of SI determines which courses will be targeted for a particular semester: Biology, Chemistry, business law, accounting, and mathematics are among the introductory courses at the college that by nature of their difficult concepts are often high-risk courses. The college trains community college students who have already completed and earned a high grade in a targeted high-risk course to serve as SI leaders. These SI leaders re-attend the course to model effective student practices and attitudes, attend every class meeting, take notes, read all assigned materials, and hold voluntary study and review sessions. Faculty mentors actively assist first-time SI leaders for the first four weeks of the semester. After this time, the mentor serves as an on-going resource to the SI leader on an as-needed basis.

Number Served: During the 1988-1991 FIPSE grant period, SI was offered in 42 classes and 765 students participated. Since Fall 1991, 18 SI classes have been offered, including six this semester. The percentage of minorities who participated in the SI program was roughly equal to the percentage of minorities in the credit student population.

Cost: During the 1987-88 academic year, the SI program was funded, in part, by state grants. The college was awarded a FIPSE grant to fund the program from Fall 1988 to Spring 1991. The SI program is currently funded as follows: SI leaders are paid through the college's work-study program and work an average of 10 hours per week at the minimum wage rate; the SI Director is given 9 hours of release time; and faculty mentors are paid on an overload basis.

Effectiveness: A study of the SI program's effectiveness was conducted in accordance with the three year FIPSE grant. The study found that: (1) SI participants earned significantly higher mean grades (2.7) than non-participants (1.7); (2) SI participants achieved higher rates of success (78%) in the target courses than did non-participants (44%); and (3) SI participants were retained by the college at higher rates than non-participants. Demographically, there was little variation between SI participants and non-participants, indicating that these findings were not attributable to extraneous factors.

Women's Institute Mentoring Program

Description: The Women's Institute Mentoring Program for women Pell Grant recipients began during the fall semester of 1991. The Director of the Women's Institute identified mentors, randomly selected students for participation, asked these students if they were willing to participate, developed and conducted mentor training, and offered support and advice to mentors and participating students. Pell Grant recipients were selected as the target for the mentoring program because these students are economically disadvantaged and are considered to be more "at risk" of not succeeding academically. The program offers participants friendship, personal support, and information about college services available to them.

Number Served: Twenty-eight students participated in the program during the Fall 1991-Spring 1992 academic year. This semester, 27 students are participating in the program.

Cost: Program costs include the mailing of letters to students, the printing of the Mentoring Manual, the welcoming and final receptions ($65 each), and the printing of certificates of participation.

Effectiveness: After the program's first year, several areas for improvement were identified, resulting in modifications for the 1992-93 academic year. The mentoring program now selects only **entering** women Pell Grant recipients. In addition, women who wish to participate must sign a written agreement stating that they will agree to communicate with their mentors on a regular basis. At the end of the Spring 1993, the grade point averages of participating students will be compared to those of a contrcl group. The expectation is that program participants will be more successful than non-participants.

Task Force for High Risk Retention

Description: In the fall of 1991, the Task Force for High Risk Retention initiated a mentoring program for degree-seeking, first-time freshmen between the ages of 18 and 24 who were required to take two or more developmental courses. Eighty percent of the students selected were minorities, and the majority were males. Mentors were selected based upon their willingness to volunteer. Because 80 percent of the students were minorities, the mentor selection reflected this distribution. Each mentor was assigned one or two students and was asked to be the college contact and personal guide for the students. An orientation meeting was held for mentors and each mentor was given a packet describing the college's educational resources.

Number Served: Sixty-five students who met the selection criteria were randomly selected to participate in the program. Eight students withdrew within the first week of classes, leaving 57 participants.

Cost: The cost of this program was essentially the time spent by the task force organizing the program, identifying students, and meeting with the students. The mentors were not paid to participate in this program or given release time—they were faculty who volunteered their time.

Effectiveness: To analyze the program's effectiveness, a survey was administered to all participants and mentors at the conclusion of the Fall 1991 semester. Too few surveys were returned to draw meaningful conclusions. Most mentors responded that they experienced difficulty establishing contact with the students and that phone calls to students were repeatedly not returned. When contact was made, many students were unresponsive, and some indicated that they did not require any further assistance. Very few students initiated contact with their mentors. Those mentors who had students who sought out their help reported a positive effect, however, this number was small. Although the mentoring program's concept was good, the program, as designed, proved to be ineffective. Having identified the weaknesses of the pilot program, the task force will modify the program during the 1992-93 academic year with the intent to begin the mentoring process in the fall of 1993.

Athletic Monitoring System

Description: In February, 1992 the college initiated a comprehensive plan for athletes to ensure compliance with NJCAA eligibility criteria and to promote the academic success of student athletes. The Assistant Director of Admissions has been designated the "athletic advisor" and serves as the central point-of-contact for all student athletes and professional staff who work with student athletes. The athletic advisor receives three computer generated reports to track the academic progress of athletes: (1) the daily Athletic Audit Report (ARJ 144) which shows any change in an athlete's record concerning grades, personal information, even library fines; (2) the weekly Athletic Tracking Report (ARJ 145) which includes demographic information, names of instructors, courses, grade point average, developmental requirements, eligibility, etc.; (3) the Athletic Tracking End-of-Semester Report (ARJ 22) which provides summary data, by team, on student demographics, credits earned, grade point averages, and other pertinent data. The athletic advisor maintains a file for each athlete which contains the athlete's academic history, semester schedule, and a "graduation evaluation grid." Prior to registration, athletes are required to meet with the advisor to discuss the student's progress in achieving their educational goal.

Number Served: In Fall 1992, 145 students joined one of the following college teams: women's softball, basketball, lacrosse, soccer and volleyball; men's soccer, basketball, lacrosse, baseball, and golf; and coeducational cross country. Of these athletes, 9 percent are African-American and 3.5 percent are of other minority groups.

Cost: Program costs include the time spent by the Computer Center programming the three reports (now standardized) and the time the Assistant Director of Admissions spends on athletic advising activities which substitute for other admissions tasks.

Effectiveness: The computer-generated reports have proven valuable in ensuring that students who participate in athletics conform to NJCAA eligibility requirements, including the required grade point average. If student athletes do experience academic difficulty, the computer reports serve as warnings and promote early intervention.

Community Based Organization Vocational Education Support Program

Description: A Community Based Organization (CBO) grant was awarded to the college's Career Planning and Placement Office for the 1991-92 and 1992-93 academic years. The primary focus of the project is to identify youth who have chosen to leave either the public schools or the community college, are not succeeding in their programs of study, are unemployed or underemployed and/or are considered at high risk for other reasons.
The targeted population includes minorities, those who are most severely economically disadvantaged and educationally disadvantaged, single adolescent parents, and those with disabilities. An advisory committee, comprised of representatives from the county, was formed to work with the college in identifying and referring students to the program.

Number Served: During the 1991-92 grant year, 39 students actively participated in the project. Of the program participants, 64 percent were female, 67 percent were African-American, and all were between the ages of 16 and 21.

Cost: Since this project is grant-funded and existing college staff are implementing the project, there are no increased costs other than the time required that reduces staff time for other departmental responsibilities.

Effectiveness: In the summer of 1992, a telephone survey was conducted on 13 of the 39 program participants and a mail survey was sent to the 13 advisory committee members. All participants reported that they were very satisfied with the program and that the program was beneficial to them. Responses by the advisory committee were also favorable and seven of the eight who responded to the survey were willing to serve on the advisory committee for the 1992-93 grant year.

New Student Orientation

Description: The college's new student orientation program was redesigned for Fall 1992 and expanded to include: (1) a general orientation session; (2) a slide presentation; (3) a campus tour; (4) five workshops, titled *Adults Returning to Education*, *Faculty Expectations*, *Get Involved*, *Surviving as a Parent with a Child in College*, and *Memory: One of Your Most Important College Tools*; and (5) a panel presentation on support activities, athletics, developmental education, vocational testing, cooperative education, job placement, and financial aid.

Number Served: In Fall 1992, three orientation sessions were held—one morning and two evening. A total of 750 individuals attended the orientation sessions, 500 of whom were new students—an increase from previous semesters.

Cost: College employees ran the three orientation sessions, the slide show was produced internally, folders were provided free of charge by a local company in return for advertising, the Student Association purchased the pens that were included in the folders ($834). The only direct cost to the college were the refreshments served ($742.50).

Effectiveness: An evaluation form was developed to assess the effectiveness of the orientation program and included in each student's orientation packet. Students were asked to rate, on a scale from 1 (*unsatisfactory*) to 5 (*outstanding*), various elements of the orientation program. The evaluation yielded positive overall results. The mean scores for the five major components of the program were as follows: (1) overall general session (4.03); (2) slide presentation (3.82); (3) campus tour (3.41); (4) panel presentation (4.02); and (5) workshops (4.44). Areas identified as needing improvement, such as the campus tour, were reviewed and will be modified for the spring orientation program. A sixth workshop has been designed for the Spring 1993 orientation: *Secrets of Successful Students*.

New Initiatives for First Six Weeks of School

The first six weeks of the semester are a critical time for new students in terms of retention. The retention committee, in cooperation with the Office of Minority Recruitment and Retention and Financial Aid Office, has identified five minority student retention initiatives which will be conducted during the first six weeks of school each semester, beginning in Fall 1992.

- Identify approximately 25 at-risk developmental students for participation in the Task Force for High Risk Retention's Mentoring Program.
- Send letters to minority students enrolled in developmental courses inviting them to scheduled success workshops.
- During the first six weeks of school, schedule weekly group sessions for minority students enrolled in developmental courses to talk about strategies for success.
- Develop a profile of African-American students on financial aid.
- Track the academic progress of minority developmental students.

Educational and Student Services

In addition to the above programs and initiatives, the college offers a variety of services to promote student retention including:

- Career development
- Academic advising
- Transition services designed to prepare students for adjustment at a four-year institution, or to the work place
- Cooperative Education
- Library services
- AV-COM Circulation Center which houses non-print media
- Testing center which offers placement testing in English, reading and math
- Micro labs with computer-assisted instruction and various software application tutorials
- Tutoring centers which offer writing, reading, and math labs
- Child Development and Resource Assistance Center
- Substance abuse education
- Computer Center
- Health services
- Financial aid
- Welcome Center

To serve it's special student population, the college has a Vocational Support Services Team Office (VSST) which offers assistance to disabled and academically disadvantaged students who are experiencing difficulty in the vocational/technical career programs. The college also provides the following services for disadvantaged students:

- Chair lifts
- Sign language interpreters
- Readers
- Note-takers
- Special parking
- Tape recorders
- Visual teaching machines
- Teletype (TTY) number for disabled students

Select Retention-Related Studies

Survey of Minority Students Dismissed or Placed on Academic Probation for Spring 1991: Students who are placed on academic probation or dismissed for poor academic performance, are contacted by the Academic Advising Office regarding their status and student rights, informed of corrective procedures, and urged to meet with an advisor. In addition to this contact, a telephone survey was administered during the summer of 1991 to African-American students who were dismissed or placed on probation for the spring 1991 semester. The purpose of the study was to gain insight on the reasons these students were experiencing academic difficulty. The survey found that the African-American students typically utilized few of the services offered by the college and had limited contact with other students except in the classroom. Many of the students reported that they were employed full-time in jobs where work commitments compete with academic studies. Many of the respondents were first generation college students, i.e. neither of their parents graduated from college. Additionally, many of the students—especially those who were dismissed—reported earning mostly C's and D's in high school. The findings from this study suggest that retention strategies should focus in increasing student involvement at the college—both socially and academically.

Enrollment Change Telephone Survey: In the spring of 1992, a telephone survey was conducted on two student populations: (1) students who attended the college full-time in Fall 1991 and changed to part-time status for Spring 1992; and (2) students who attended the college in Fall 1991 and did not return the following spring semester. The purpose of the survey was to discover the reasons behind student enrollment changes. Complete responses were obtained from 355 of the 585 students surveyed (61%). The two reasons cited most frequently as major reasons for enrollment changes were *insufficient time due to other responsibilities* (34%) and *employment demands* (27%)—reasons the college has little control over.

Course Outcomes in BIO231 and CHE111: BIO231 and CHE111 are the biology and chemistry courses typically taken by students in the nursing, radiologic technology, and emergency medical technician program. The faculty who taught these courses were concerned that developmental students did not perform as well as non-developmental students and requested that the Office of Planning and Research conduct a study to examine this hypothesis. The study examined course outcomes—pass and success rates, withdrawal rates, and grade point averages—in BIO231 and CHE111 for three groups of students: (1) students with no developmental requirements; (2) students with an English developmental requirement who had completed remediation; and (3) students with an English developmental requirement who had not completed needed remediation. Theoretically, one would expect non-developmental or "regular" students to have the best course outcomes, followed by students who had completed needed remediation, and lastly, developmental students who had not completed needed remediation. The results of the study confirmed this expectation—statistically significant differences in course outcomes were found for these three groups. Based on these findings, academic advisors now strongly recommend that students be eligible for freshmen level English (ENG111) prior to enrolling in BIO231 or CHE111.

Recruitment

Recruitment represents the first step in any retention plan. Each semester the college's Public Relations and Publications Office mails schedules of classes to county residences. The admissions office conducts high school visits, recruiting at Annapolis Mall and Marley Station Mall, campus open houses, a college fair, and on-going admissions advising and registration services. Admissions counselors enter student contact cards into the college database to generate mailing labels which are used to mail students the information they requested.

In addition to the Admissions Office's recruiting activities, The Office of Minority Recruitment and Retention conducts activities specifically targeted to minorities. Minority recruitment efforts include community outreach at the Robinwood Housing Project, Bywater Youth Group, Eastport Terrace Daycare Center and minority churches; and involvement on the Anne Arundel County Board of Education "At-Risk" Committee, the Mayor of Annapolis' Scholarship Committee, and the Human Relations Group for Southern, Meade, and Annapolis High Schools.

The college applied for and was awarded two grants to assist in recruitment efforts: a Talent Search Grant and a MHEC Community College Challenge Grant.

Talent Search Grant

Description: The college has been awarded a three year federal grant to fund a Talent Search Program—one of the U.S. Department of Education's TRIO programs. The funding for the program began September 1, 1991. The Talent Search Program is designed to increase participation of Anne Arundel County youth and young adults in higher education. The program targets low income, potential first-generation college students—many of whom are minorities. The college, working with county high schools and the community, identifies eligible participants; implements counseling, assessment, and orientation services; provides a comprehensive early intervention component for seventh and eighth graders; utilizes a referral

network to maximize county resources; offers exposure to campus learning environment; and provides mentoring services and added instruction to those who do not have access to those services.

Number Served: During the 1991-92 grant year, 369 students participated in the program. Of these students, 245 (66%) were African-American, 115 (31%) were white, and 9 (2%) were either American Indian, Asian, or Hispanic.

Cost: The three year grant is funded by the U.S. Department of Education.

Effectiveness: A comprehensive evaluation will be conducted at the conclusion of the three year grant period.

Community College Challenge Grant

Description: In 1991, the Maryland Higher Education Commission awarded the college a $200,000 Community College Challenge grant. The primary goal of the grant was to increase the number of students enrolling and graduating from targeted programs supporting high technology. This goal was supported by the following objectives: (1) to develop and implement outreach strategies to attract greater numbers of existing employees, youth, and others to high technology related programs; (2) to develop and implement new course delivery modes to improve access to programs; (3) to provide support services to improve access and retention; (4) to form an industry coalition and education partnership to improve the education delivery system; and (5) to identify education and industry incentives to encourage greater participation in education, including the provision for experiential learning opportunities.

Information on the number of students served, cost, and effectiveness is provided in the college's *Challenge Grant Report* to the Commission.

4:4-1

Percent of Graduates Who Rated Aspects of Anne Arundel Community College as "Very Good" or "Good"

Ratings of:	Graduate Survey Respondents 1986 (N=438)	1988 (N=446)	1990 (N=482)
Quality of classroom instruction	95% (412)	95% (420)	92% (439)
Quality of laboratory equipment	72% (238)	74% (249)	78% (296)
Faculty availability/helpfulness	87% (359)	87% (371)	83% (395)
Class scheduling	77% (330)	81% (359)	77% (368)
Academic advising	DNA	67% (268)	58% (253)
Developmental reading courses	DNA	73% (68)	64% (88)
Developmental English courses	DNA	76% (91)	69% (113)
Developmental math courses	DNA	81% (114)	68% (123)
Library	DNA	DNA	79% (348)
Tutorial services	DNA	DNA	73% (107)
Student activities	DNA	66% (122)	55% (91)
Job placement services	47% (93)	54% (74)	51% (60)
Overall quality of college	97% (411)	96% (422)	94% (446)

4:4-2

"Very Good" or "Good" Ratings Comparison of 1990 Anne Arundel Graduates With Graduates from Peer Colleges and the Rest of the State

Ratings of:	Anne Arundel (N=482)	Peers (N=1635)	Rest of State (N=1423)
Quality of classroom instruction	92% (439)	90% (1455)	91% (1269)
Quality of laboratory equipment	78% (296)	70% (923)	70% (842)
Faculty availability/helpfulness	83% (395)	82% (1312)	87% (1220)
Class scheduling	77% (368)	77% (1235)	76% (1068)
Academic advising	58% (253)	54% (821)	65% (882)
Developmental reading courses	64% (88)	59% (316)	64% (328)
Developmental English courses	69% (113)	64% (447)	71% (466)
Developmental math courses	68% (123)	71% (545)	70% (513)
Library	79% (348)	74% (1122)	76% (990)
Tutorial services	73% (107)	65% (368)	66% (369)
Student activities	55% (91)	56% (776)	59% (777)
Job placement services	51% (60)	49% (260)	55% (301)
Overall quality of college	94% (446)	89% (1415)	90% (1259)

Note: The percentages quoted in Tables 4:5-1 and 4:5-2 were valid percentages.
Source: 1986, 1988, 1990 Maryland Community College Graduate Follow-up Survey

SECTION #5

Retention and Graduation

How does the college measure student retention and graduation?

1.	What is the success rate for first-time full-time freshmen?	5:1-1
2.	What is the semester-to-semester retention rate for various cohorts of first-time freshmen?	5:2-1..4
3.	What are the course pass and success rates for each division?	5:3-1
4.	How many certificate and associate degrees are awarded, by program, in a given fiscal year?	5:4-1

The data provided in Tables 5:1-1 to 5:4-1 respond to these questions. As shown:

- One way the College measures graduation and retention rates is by calculating a "success rate"-- the percent of first-time full-time students who have graduated, transferred, or are still enrolled at Anne Arundel four years after initial enrollment--by using data provided by the Commission. The overall success rate for the cohort has increased the past several years, to 52 percent. The success rates for white students have been consistently much higher than those for African-American students. Because the numbers of student comprising the "other" racial category are so small, caution should be exercised when comparing these percentages.

- A second measure used by the College to measure retention is the calculation of a semester-to-semester retention rate—the percentage of first-time freshmen in fall who return for classes the following spring or fall, respectively. Fall-to-Spring rates were calculated for several student groups. The overall Fall 1991-Spring 1992 retention rate for first-time freshmen was 59 percent. Students attending full-time were more likely to return (81%) than part-timers (46%). African-American students had lower retention rates than those of white students and students from other races. Both the degree-seeking and developmental first-time part-time subgroups have consistently had above-average retention rates. The Fall 1991-Fall 1992 retention rate for first-time freshmen was 45 percent: 66 percent for full-timers and 32 percent for part-timers.

- A third means for measuring retention, is the calculation of a course completion rate or pass rate—the percentage of official registrants who earned passing grades (grades of D or better). Over the past five years, the college-wide pass rate rose from 76 percent in Fall 1987 to 79 percent in Fall 1991. The Allied Health Division has consistently had the highest pass rates and the Math Division the lowest. In addition to pass rates, success rates were calculated

which represent the percentage of students who received grades of C or better. Over the past five years, the college-wide success rate increased from 71 percent in Fall 1987 to 74 percent in Fall 1991.

- Each fiscal year, the College monitors the number of graduates and the number of degrees awarded by program. Over the past six years, the number of graduates increased 41 percent—from 734 in FY87 to 1038 in FY92. Of the 1063 degrees awarded in FY92, 83 percent were associate degrees and 17 percent were certificates. Nearly three-quarters (72%) of the associate degrees awarded in FY92 were in transfer programs.

Implications:

The assessment of student retention and graduation did reveal some specific areas of concern. Of most concern were the success and fall-to-spring retention rates of African-American students in relation to those of white students. Although the success rate for African-American students increased from 25 percent for the Fall 1986 cohort to 30 percent for the Fall 1987 cohort, the rate remains substantially lower than that for white students (52%). The Fall 1991-Spring 1992 retention rate for first-time full-time African-American students was 65 percent, a decrease of five percent from the previous year's rate and notably lower than the rate for white students (82%).

5:1-1

Status of First-time Full-time Freshmen Cohort: Four Years After Initial Enrollment					
	Entering Cohort				
Status	Fall 1983 (as of F87)	Fall 1984 (as of F88)	Fall 1985 (as of F89)	Fall 1986 (as of F90)	Fall 1987 (as of F91)
Entering Number:	797	835	869	949	1036
White	706	739	769	842	927
Af-Am	62	59	72	71	64
Other	29	37	28	36	45
Transferred (w/ or w/out degree)	26%	29%	33%	31%	33%
White	28%	31%	34%	32%	34%
Af-Am	15%	15%	18%	14%	17%
Other	21%	14%	50%	22%	42%
Graduated:	16%	19%	21%	20%	23%
White	17%	20%	23%	22%	24%
Af-Am	11%	12%	8%	10%	6%
Other	14%	16%	18%	6%	22%
Still Enrolled at AACC:	7%	9%	7%	8%	9%
White	7%	9%	7%	9%	8%
Af-Am	8%	10%	8%	6%	9%
Other	10%	—	4%	3%	13%
"Success Rate":	41%	45%	48%	48%	52%
White	42%	48%	50%	50%	52%
Af-Am	26%	29%	28%	25%	30%
Other	38%	24%	54%	28%	64%

Source: Maryland Higher Education Commission.

5:2-1

Anne Arundel Community College
Fall-to-Spring Retention Rate
First-Time Freshmen by Race

Cohort	Fall 1989 to Spring 1990 Enrolled In Fall	Returned In Spring	Retained	Fall 1990 to Spring 1991 Enrolled In Fall	Returned In Spring	Retained	Fall 1991 to Spring 1992 Enrolled In Fall	Returned In Spring	Retained
First-Time Freshmen									
White	3099	1776	57%	2810	1663	59%	2802	1693	60%
African-American	324	128	40%	321	155	48%	312	146	47%
Other	123	71	58%	137	86	63%	159	91	57%
All	3576	1990	56%	3307	1923	58%	3301	1944	59%
First-Time Full-Time Freshmen									
White	1197	975	81%	1104	917	83%	1074	886	82%
African-American	92	56	61%	87	61	70%	75	49	65%
Other	42	36	86%	60	53	88%	60	49	82%
All	1342	1076	80%	1263	1040	82%	1216	990	81%
First-Time Part-Time Freshmen									
White	1902	801	42%	1706	746	44%	1728	807	47%
African-American	232	72	31%	234	94	40%	237	97	41%
Other	81	35	43%	77	33	43%	99	42	42%
All	2234	914	41%	2044	883	43%	2085	954	46%

Note: The "other" category represents American Indians, Asians-Pacific Islanders and Hispanics. Foreign students were exluded from this category, but included in the "all" category.

Source: OPR; getir files.
retxrac.wq1

62

5:2-2

ANNE ARUNDEL COMMUNITY COLLEGE
FALL-TO-SPRING RETENTION RATE

DEGREE-SEEKING FIRST-TIME FRESHMEN
(Certificate or Associate Degree)

Semesters	Enrolled In Fall	Returned In Spring	Retention Rate
D.S. First-Time Freshmen			
Fall 1987 to Spring 1988	1868	1110	59%
Fall 1988 to Spring 1989	2132	1276	60%
Fall 1989 to Spring 1990	2178	1313	60%
Fall 1990 to Spring 1991	2008	1264	63%
Fall 1991 to Spring 1992	2094	1343	64%
Five Year Average Semester Retention Rate:			61%
D.S. First-Time Full-Time Freshmen			
Fall 1987 to Spring 1988	691	545	79%
Fall 1988 to Spring 1989	808	654	81%
Fall 1989 to Spring 1990	889	713	80%
Fall 1990 to Spring 1991	837	685	82%
Fall 1991 to Spring 1992	826	671	81%
Five Year Average Semester Retention Rate:			81%
D.S. First-Time Part-Time Freshmen			
Fall 1987 to Spring 1988	1177	565	48%
Fall 1988 to Spring 1989	1324	622	47%
Fall 1989 to Spring 1990	1289	600	47%
Fall 1990 to Spring 1991	1171	579	49%
Fall 1991 to Spring 1992	1268	672	53%
Five Year Average Semester Retention Rate:			49%

Source: OPR.
dsretsem.wq1

5:2-3

ANNE ARUNDEL COMMUNITY COLLEGE
FALL-TO-SPRING RETENTION RATE

DEVELOPMENTAL FIRST-TIME FRESHMEN

Semesters	Enrolled In Fall	Returned In Spring	Retention Rate
First-Time Freshmen			
Fall 1987 to Spring 1988	896	614	69%
Fall 1988 to Spring 1989	1296	888	69%
Fall 1989 to Spring 1990	1462	987	68%
Fall 1990 to Spring 1991	1417	991	70%
Fall 1991 to Spring 1992	1449	1013	70%
Five Year Average Semester Retention Rate:			69%
First-Time Full-Time Freshmen			
Fall 1987 to Spring 1988	517	411	79%
Fall 1988 to Spring 1989	706	546	77%
Fall 1989 to Spring 1990	797	628	79%
Fall 1990 to Spring 1991	739	607	82%
Fall 1991 to Spring 1992	743	601	81%
Five Year Average Semester Retention Rate:			80%
First-Time Part-Time Freshmen			
Fall 1987 to Spring 1988	379	203	54%
Fall 1988 to Spring 1989	590	342	58%
Fall 1989 to Spring 1990	665	359	54%
Fall 1990 to Spring 1991	678	384	57%
Fall 1991 to Spring 1992	706	412	58%
Five Year Average Semester Retention Rate:			56%

Source: OPR.
devsemrt.wq1

5:2-4

ANNE ARUNDEL COMMUNITY COLLEGE
FALL-TO-FALL RETENTION RATE

Semesters	Enrolled In Fall	Returned Next Fall	Retention Rate
First-Time Freshmen			
Fall 1990 to Fall 1991	3307	1417	43%
Fall 1991 to Fall 1992	3301	1474	45%
First-Time Full-Time Freshmen			
Fall 1990 to Fall 1991	1263	793	63%
Fall 1991 to Fall 1992	1216	797	66%
First-Time Part-Time Freshmen			
Fall 1990 to Fall 1991	2044	624	31%
Fall 1991 to Fall 1992	2085	677	32%

Source: OPR.
fallret.wq1

5:3-1

Fall Course Pass and Success Rates by Division										
	1987		1988		1989		1990		1991	
Division	pass	succ	pass	succ	pass	succ	pass	succ	pass	succ
Allied Health	88%	87%	85	85%	89%	88%	90%	90%	87%	86%
Physical Education	81	80	84	82	84	82	83	82	85	83
Social Science	78	76	80	77	80	76	83	78	83	78
Computer Technology	80	75	80	75	80	76	82	76	82	77
Engineering	77	72	79	71	84	73	84	77	81	77
Humanities	78	72	78	76	80	80	79	81	80	77
English	76	72	77	73	77	73	79	74	78	73
Business	75	69	75	69	76	70	78	72	78	72
Science	71	63	71	63	72	64	73	65	72	63
Math	66	58	64	57	69	60	69	60	70	62
College-wide	76	71	77	71	78	72	79	74	79	74

ANNE ARUNDEL COMMUNITY COLLEGE

5:4-1

		College Program Title	1987	1988	1989	1990	1991	1992	'91-92 % Change
CERTIFICATES AWARDED:									
5001	01	Business Management	39	40	45	42	53	45	-15%
5002	01	Financial Accounting	3	10	11	12	16	12	-25%
5004	08	Retail Management	4	2	4	3	3	1	-67%
5005	01	Office Technology	8	6	8	6	1	6	500%
5008	01	Communication Arts Technology	-	-	4	8	10	8	-20%
5010	01	Hotel/Restaurant Management	-	-	1	1	2	1	-50%
5012	01	Music	3	1	2	3	-	1	-
5101	01	Computer Information Systems	32	29	40	30	30	17	-43%
5199	03	Unix System Administrator	-	-	-	-	-	1	-
5214	01	Medical Assisting/STWD	2	5	5	1	-	2	-
5216	01	Human Services	1	4	6	2	2	8	300%
5299	10	EMT-Paramedic/STWD	10	9	9	10	19	11	-42%
5303	01	Designing & Drafting Tech	-	-	1	-	1	3	200%
5310	01	Electronic Engineering Tech	17	8	10	6	5	7	40%
5315	01	Manufacturing Technology	1		1	1	3	1	-67%
5399	01	Systems Engineering Tech	-	-	-	-	-	-	-
5505	01	Law Enf & Crim Justice	3	1	4	3	9	12	33%
5599	01	Paralegal Studies	-	-	6	25	38	49	29%
		TOTAL:	123	115	157	153	192	185	-4%
ASSOCIATE DEGREES AWARDED:									
4910	01	Arts & Sciences Transfer	34	34	28	41	29	23	-21%
4940	01	Engineering Transfer	10	14	13	19	17	7	-59%
4950	01	General Studies	208	241	313	400	481	458	-5%
4960	01	Teacher Education Transfer	19	20	9	15	14	17	21%
4970	01	Business Admin Transfer	84	89	85	97	99	97	-2%
4980	01	Computer Science Transfer	26	26	23	25	25	29	16%
5001	01	Business Management	49	56	43	53	46	43	-7%
5002	01	Financial Accounting	3	4	2	4	1	4	300%
5004	08	Retail Management	3	2	1	2	4	2	-50%
5005	01	Office Technology	6	16	7	9	10	14	40%
5008	01	Communication Arts Tech	12	12	8	5	6	10	67%
5010	01	Hotel/Restaurant Management	-	-	3	-	4	8	100%
5101	01	Computer Information System	42	22	20	17	5	15	200%
5199	03	Computer Network Mgmt/STWD	-	-	-	-	-	-	-
5208	01	Nursing	72	55	53	95	82	67	-18%
5214	01	Medical Assisting/STWD	5	2	1	2	1	-	-
5216	01	Human Services	10	9	8	13	5	16	220%
5299	10	EMT-Paramedic/STWD	-	3	1	2	-	1	-
5304	01	Architectural Tech	5	1	4	5	6	5	-17%
5309	01	Civil Engineering Tech/Disc	-	1	-	-	-	-	-
5310	01	Electronic Engineering Tech	26	19	19	26	14	18	29%
5315	01	Manufacturing Technology	2	2	2	5	-	1	-
5399	07	Systems Engineering Tech	-	-	-	-	-	1	-
5406	01	Ocean Engr Tech/Disc	-	-	-	-	-	-	-
5505	01	Law Enf & Crim Justice	10	24	17	25	20	14	-30%
5599	01	Paralegal Studies	-	-	-	9	25	28	12%
		TOTAL:	626	652	660	869	894	878	-2%
TOTAL ALL AWARDS:			749	767	817	1022	1086	1063	-2%
TOTAL GRADUATES:			734	750	796	1004	1052	1038	-1%

OPR/n DR93-3 7/92

Source: Degree Information System

SECTION #6

Recruitment

An institutional goal of the college is to maintain policies and conditions that will results in a student body representative of the community's population.

1.	How many county public high school students graduate in a given year and what are their demographics?	Tables 6:1-1..3
2.	How many of the county public high school graduates attend Anne Arundel?	Table 6:2-1
3.	How many of the county residents who attend college choose Anne Arundel Community College?	Tables 6:3-1..2
4.	Is the college's student body representative of the county population?	Tables 6:4-1..3
5.	What are the college's enrollment targets for increasing the representation of African-Americans?	Table 6:5-1

Tables 6:1-1 to 6:5-1 provide the necessary data to answer these questions.

- Data on county high school graduates is provided by the county public school system and by the Commission's High School Graduate (HGS) System. The number of graduates increased six percent from the 1990-91 year (3801) to the 1991-92 year (4011). Old Mill, Severna Park, and Annapolis High Schools graduated the largest numbers of students.

- A racial and gender breakdown of the 1991-92 county public high school graduates is as follows: white (84%), African-American (13%), other minority (3%); female (50%), male (50%).

- Over one-third (34%) of the graduates from South River High School enrolled at Anne Arundel in Fall 1992. Each of the following schools had over thirty percent of their graduating classes enroll at the college in Fall 1992: Arundel (32%), Broadneck (31%), and Northeast (31%).

- Of the 12,021 county residents enrolled as undergraduates in Maryland institutions of higher education, 60 percent chose to enroll at Anne Arundel Community College: 27 percent as full-timers and 73 percent as part-timers.

- Thirty-nine percent of the county residents enrolled as full-time undergraduates in Fall 1991, were enrolled at Anne Arundel—a higher percentage than at any other Maryland institution of higher education. The rate for African-American students was five percent lower (34%).

- Three-quarters of the county residents enrolled as part-time undergraduates in Fall 1991, were enrolled at Anne Arundel Community College—a higher percentage than at any other Maryland institution of higher education. The rate for African-Americans was slightly higher (76%).

- Among county residents enrolled on Maryland campuses in the Fall of 1991, 1140 were freshmen entering college for the first time and attending on a full-time basis. Sixty-one percent of these students were enrolled at Anne Arundel. For African-Americans, the percentage was lower (47%).

- Even though the college experienced an overall decline in headcount from Fall 1991 to Fall 1992, the college managed to enroll a record 1,051 African-American students for the Fall 1992 semester. African-American students now comprise 8.7 percent of the credit student population; exceeding the Fall 1992 target of 8.2 percent established in last year's *Minority Student Achievement Report*.

- Although the college is making progress in recruiting African-Americans, further enrollment gains are needed to reach the county proportion of 11.1 percent.

- The college enrolled 37 percent of the county's public high school graduates at some point (fall, spring, or summer) during the 1991-92 academic year: 39 percent of the white graduates, 17 percent of the African-American graduates, and 57 percent of the graduates from other minority groups. Here again, the percentage of African-American students enrolled by the college (6%) is lower than the county proportion (13%).

- Over the past year, the college has made substantial gains in enrolling African-American first-time freshmen; surpassing the target established for Fall 1994 in last year's *Minority Student Achievement Report*. African-American students now comprise 11 percent of the total first-time freshmen population; 7.2 percent of the full-timers and 13.6 percent of the part-timers.

- The associate in arts degree transfer programs that enroll a disproportionately low percentage of African-Americans are: Computer Science-Computer Science Option; Engineering; and Science and Pre-Medical Professional. During the past year, African-American representation has improved in these programs.

- The college's ultimate recruitment goals are as follows: (1) for total African-American headcount to be representative of the county proportion; (2) for the percentage of African-American first-time freshmen to equal the county proportion of public high school graduates; (3) and for the percentage of African-Americans who pursue degrees in math, science, and engineering to reflect the percentage of African-American students in the credit student population.

Implications:

Although African-Americans remain underrepresented at the college and in certain programs, the college has succeeded in attracting more of these students. Because white and non-black minority students are well represented at the college, minority recruitment strategies should continue to focus on the African-American student.

6:1-1

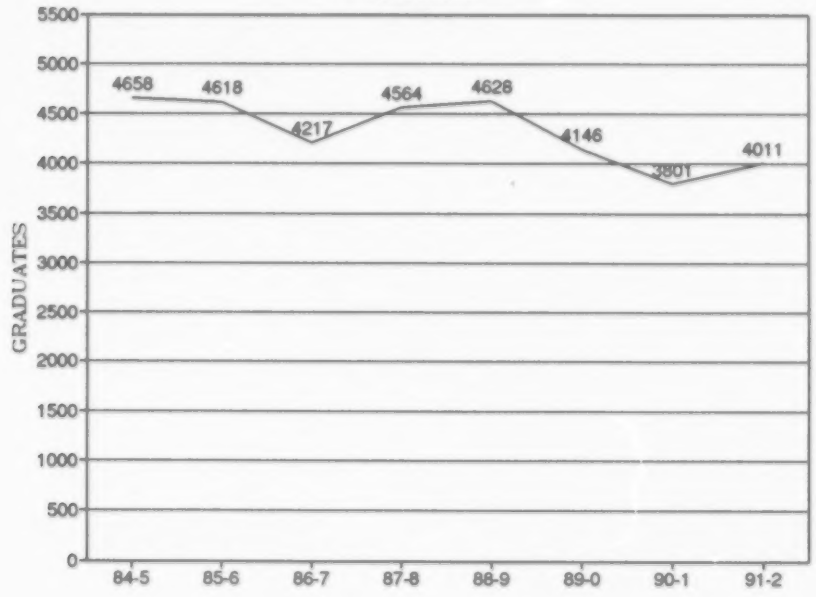
ANNE ARUNDEL COUNTY
PUBLIC HIGH SCHOOL GRADUATES BY HIGH SCHOOL
ACADEMIC YEARS 1984-85 THROUGH 1991-92

High School	1984-85	1985-86	1986-87	1987-88	1988-89	1989-90	1990-91	1991-92	% Change 1990-91 1991-92
Old Mill	486	500	406	529	531	494	453	477	5%
Severna Park	416	415	431	495	435	423	378	420	11%
Arundel	470	430	395	428	475	403	373	315	-16%
Annapolis	477	465	410	407	454	401	335	373	11%
Glen Burnie	420	446	410	396	453	360	352	340	-3%
Meade	413	371	374	394	356	350	299	352	18%
North County	---	---	---	---	---	---	296	340	---
Broadneck	319	324	341	378	359	325	343	347	1%
Chesapeake	348	389	328	360	422	323	339	357	5%
South River	317	348	314	302	278	260	240	251	5%
Andover	324	285	262	282	221	235	---	---	---
Northeast	235	225	201	231	248	211	197	202	3%
Southern	221	206	210	189	197	204	169	203	20%
Brooklyn Park	152	130	114	117	145	116	---	---	---
Other Special Ed./	60	84	21	56	54	41	27	34	26%
TOTAL	4658	4618	4217	4564	4628	4146	3801	4011	6%

Source: Anne Arundel County Public Schools, Division of Management Information Systems.

Note: Students from Andover and Brooklyn Park High Schools now attend North County High School.

AAC TOTAL PUBLIC H.S. GRADUATES:
ACTUAL



6:1-2

ANNE ARUNDEL COUNTY PUBLIC H.S. GRADUATES BY RACE: 1990-91; 1991-92

High School	White		Af-Am		Asian		Hispanic		American Indian		Total
Annapolis:											
1990-91	214	64%	115	34%	4	1%	2	1%	---	---	335
1991-92	225	60%	133	36%	11	3%	4	1%	---	---	373
Arundel:											
1990-91	327	88%	39	10%	6	2%	---	---	1	<1%	373
1991-92	272	86%	23	7%	16	5%	3	1%	1	<1%	315
Broadneck:											
1990-91	301	88%	32	9%	6	2%	3	1%	1	<1%	343
1991-92	301	87%	37	11%	8	2%	1	<1%	---	---	347
Chesapeake:											
1990-91	325	96%	7	2%	4	1%	3	1%	---	---	339
1991-92	339	95%	14	4%	2	1%	2	1%	---	---	357
Glen Burnie:											
1990-91	300	85%	38	11%	10	3%	3	1%	1	<1%	352
1991-92	288	85%	42	12%	9	3%	1	<1%	---	---	340
Meade:											
1990-91	196	66%	83	28%	18	6%	2	1%	---	---	299
1991-92	231	66%	99	28%	8	2%	12	3%	2	1%	352
North County:											
1990-91	244	82%	37	13%	15	5%	---	---	---	---	296
1991-92	291	86%	38	11%	9	3%	2	1%	---	---	340
Northeast:											
1990-91	177	90%	16	8%	3	2%	1	1%	---	---	197
1991-92	192	95%	9	4%	---	---	---	---	1	<1%	202
Old Mill:											
1990-91	372	82%	59	13%	19	4%	3	1%	---	---	453
1991-92	404	85%	55	12%	16	3%	2	<1%	---	---	477
Severna Park:											
1990-91	355	94%	13	3%	9	2%	1	<1%	---	---	378
1991-92	376	90%	31	7%	11	3%	2	<1%	---	---	420
South River:											
1990-91	226	94%	13	5%	---	---	1	<1%	---	---	240
1991-92	231	92%	19	8%	1	<1%	---	---	---	---	251
Southern:											
1990-91	148	88%	21	12%	---	---	---	---	---	---	169
1991-92	171	84%	31	15%	1	<1%	---	---	---	---	203
Total *:											
1990-91	3185	84%	473	13%	94	2%	19	1%	3	<1%	3774
1991-92	3321	84%	531	13%	92	2%	29	1%	4	<1%	3977

* Exludes special education/other.

Source: Anne Arundel County Public Schools, Division of MIS; OPR.

Note: Students from Andover and Brooklyn Park High Schools now attend North County High School.

6:1-3

ANNE ARUNDEL COUNTY PUBLIC H.S. GRADUATES BY GENDER

	1988-89		1989-90		1990-91		1991-92		% Chg 90-91 91-92	% Chg 90-91 91-92
High School	M	F	M	F	M	F	M	F	M	F
Andover	91	130	121	114	---	---	---	---	---	---
	41%	59%	51%	49%	---	---	---	---		
Annapolis	239	214	210	191	159	176	197	176	24%	0%
	53%	47%	52%	48%	47%	53%	53%	47%		
Arundel	250	225	200	203	188	185	144	171	-23%	-8%
	53%	47%	50%	50%	50%	50%	46%	54%		
Broadneck	159	199	160	165	165	178	166	181	1%	2%
	44%	56%	49%	51%	48%	52%	48%	52%		
Brooklyn Park	70	72	61	55	---	---	---	---	---	---
	49%	51%	53%	47%	---	---	---	---		
Chesapeake	202	215	156	167	175	164	166	191	-5%	16%
	48%	52%	48%	52%	52%	48%	46%	54%		
Glen Burnie	224	228	179	181	172	180	153	187	-11%	4%
	50%	50%	50%	50%	49%	51%	45%	55%		
Meade	172	184	157	193	154	145	171	181	11%	25%
	48%	52%	45%	55%	52%	48%	49%	51%		
North County	---	---	---	---	140	156	173	167	24%	7%
	---	---	---	---	47%	53%	51%	49%		
Northeast	115	133	101	110	98	99	106	96	8%	-3%
	46%	54%	48%	52%	50%	50%	52%	48%		
Old Mill	281	250	236	258	210	243	244	233	16%	-4%
	53%	47%	48%	52%	46%	54%	51%	49%		
Severna Park	215	218	205	218	176	202	230	190	31%	-6%
	50%	50%	48%	52%	47%	53%	55%	45%		
South River	144	134	137	123	115	125	123	128	7%	2%
	52%	48%	53%	47%	48%	52%	49%	51%		
Southern	97	100	98	106	95	74	106	97	12%	31%
	49%	51%	48%	52%	56%	44%	52%	48%		
TOTAL *	2259	2302	2021	2084	1847	1927	1979	1998	7%	4%
	50%	50%	49%	51%	49%	51%	50%	50%		

* Excludes special education/other

Source: Anne Arundel County Public Schools, Division of MIS; OPR.

Note: Students from Andover and Brooklyn Park High Schools now attend North County High School.

6:2-1

ANNE ARUNDEL COUNTY
1991-1992 PUBLIC HIGH SCHOOL GRADUATES
ATTENDING ANNE ARUNDEL COMMUNITY COLLEGE
IN FALL 1992

High School	H.S. Graduates	Enrolled at Anne Arundel	% Enrolled at Anne Arundel
South River	251	86	34%
Arundel	315	101	32%
Broadneck	347	109	31%
Northeast	202	63	31%
Southern	203	57	28%
Old Mill	477	130	27%
Severna Park	420	109	26%
Glen Burnie	340	85	25%
Annapolis	373	92	25%
Chesapeake	357	88	25%
North County	340	74	22%
Meade	352	55	16%
Total	3977	1049	26%

Source: Anne Arundel County Public Schools,
Division of Management Information Systems;
ARJ101;
Office of Planning & Research

TRENDS IN PERCENTAGE OF UNDERGRADUATES WHO ATTEND LOCAL COMMUNITY COLLEGE BY COUNTY

All Full-time

County	1987	1988	1989	1990	1991
Anne Arundel	34%	37%	39%	39%	39%
Baltimore City	15%	13%	16%	13%	17%
Baltimore County*	27%	29%	33%	35%	36%
Montgomery	32%	34%	36%	36%	25%
Prince George's	27%	28%	26%	27%	26%

African-American Full-Time

1987	1988	1989	1990	1991
29%	35%	38%	36%	34%
20%	19%	21%	19%	23%
33%	31%	35%	35%	38%
45%	47%	47%	45%	45%
32%	32%	29%	28%	29%

All Part-time

County	1987	1988	1989	1990	1991
Anne Arundel	76%	76%	75%	75%	75%
Baltimore City	32%	30%	30%	31%	31%
Baltimore County*	67%	69%	69%	70%	70%
Montgomery	74%	73%	73%	73%	73%
Prince George's	61%	60%	59%	60%	60%

African-American Part-Time

1987	1988	1989	1990	1991
76%	78%	75%	75%	76%
47%	46%	45%	47%	47%
59%	63%	64%	64%	65%
80%	78%	78%	78%	79%
72%	71%	71%	71%	71%

All Total

County	1987	1988	1989	1990	1991
Anne Arundel	59%	60%	60%	60%	60%
Baltimore City	24%	22%	23%	23%	24%
Baltimore County*	50%	53%	55%	56%	57%
Montgomery	54%	56%	57%	57%	58%
Prince George's	46%	46%	45%	45%	45%

African-American Total

1987	1988	1989	1990	1991
59%	63%	62%	61%	60%
33%	32%	33%	32%	34%
47%	50%	52%	52%	53%
66%	67%	66%	66%	67%
55%	56%	55%	54%	54%

* Baltimore County is serviced by Dundalk, Essex, and Catonsville Community Colleges.

Source: "Enrollment by Place of Residence in Maryland Institutions of Higher Education," MHEC. (Fall 1987, 1988, 1989, 1990, 1991).

6:3-2

TRENDS IN PERCENTAGE OF NEW FULL-TIME FRESHMEN WHO ATTEND LOCAL COMMUNITY COLLEGE BY COUNTY

County	All New Full-Time Freshmen					African-American New Full-Time Freshmen				
	1987	1988	1989	1990	1991	1987	1988	1989	1990	1991
Anne Arundel:										
Anne Arundel CC	53%	57%	60%	60%	61%	45%	54%	51%	53%	47%
Baltimore City:										
New CCB	21%	17%	27%	21%	28%	26%	23%	33%	27%	33%
Baltimore County:										
Catonsville CC	14%	16%	19%	18%	21%	24%	20%	25%	24%	29%
Dundalk CC	5%	4%	4%	5%	5%	6%	2%	4%	3%	4%
Essex CC	20%	26%	26%	28%	25%	14%	15%	17%	18%	14%
Total	**39%**	**46%**	**49%**	**51%**	**51%**	**44%**	**37%**	**46%**	**45%**	**47%**
Montgomery:										
Montgomery College	58%	58%	58%	53%	56%	64%	65%	60%	53%	61%
Prince George's:										
Prince George's CC	43%	44%	41%	43%	41%	45%	44%	39%	40%	41%

Source: "Enrollment by Place of Residence in Maryland Institutions of Higher Education," MHEC (Fall 1987,1988,1989,1990,1991).

6:4-1

Five Year Fall Headcount Trends by Race										
Race	1988		1989		1990		1991		1992	
	N	%	N	%	N	%	N	%	N	%
White	10301	88.3	10420	88.1	10605	87.3	10831	87.3	10445	86.5
Af-Am	915	7.8	927	7.8	969	8.0	975	7.9	1051	8.7
Other Minority	346	3.0	375	3.2	439	3.6	468	3.8	468	3.9
Foreign	44	0.4	44	0.4	48	0.4	36	0.3	31	0.3
Total	11664		11824		12152		12401		12077	

Source: Enrollment Information System (EIS). Students whose race is unknown are not reported separately, but are included in the totals.

Anne Arundel County Population, Age 18 and over, by Race: 1990 Census		
White	275,221	85.5%
African-American	35,802	11.1%
Other Minority (including Hispanic)	11,028	3.4%
Total	322,051	100.0%

Anne Arundel County Public High School Graduates: 1991-92					
Race	Public H.S. Graduates		Enrolled at AACC During 1991-92 Academic Year		
	N	%	N	%	% Enrolled
White	3321	82.8%	1309	88.6%	39.4%
African-Americans	531	13.2%	91	6.2%	17.1%
Other Minority (including Hispanics)	125	3.1%	71	4.8%	56.8%
Total	4011		1478		36.8%

Note: Foreign students and students whose race was unknown are included in the "total" category.

First-Time Freshmen by Race: Fall 1990-92									
	Full-time			Part-Time			Total		
Race	F90	F91	F92	F90	F91	F92	F90	F91	F92
White	1086 87.2%	1061 88.9%	1042 87.2%	1709 83.6%	1743 83.0%	1444 81.2%	2795 85.0%	2804 85.2%	2486 83.6%
African-American	89 7.1	72 6.0	86 7.2	234 11.4	238 11.3	242 13.6	323 9.8	310 9.4	328 11.0
Other Minority (incl. Hispanic)	59 4.7	55 4.6	61 5.1	73 3.6	98 4.7	78 4.4	132 4.0	153 4.6	139 4.7
Total	1246	1193	1195	2045	2099	1778	3291	3292	2973

Note: Foreign students and students who race is unknown are included in the "total" category.

Associate Degree Transfer Programs with a Disproportionately Low Percentage of African-American Students			
Field of Study	Fall 1990	Fall 1991	Fall 1992
Computer Science— Computer Science Option	5.5%	5.5%	8.6%
Engineering	5.6%	6.5%	6.4%
Science and Pre-Medical Professional	5.8%	4.8%	6.5%
College Proportion of African-Americans	8.0%	7.9%	8.7%

Recruitment Targets

Total Headcount. Ultimately, the college's goal is to increase the percentage of African-American students enrolled at the college to 11.1 percent of the total credit student population—consistent with the 1990 Census figure for Anne Arundel County. Significant enrollment gains are anticipated as recruitment activities are implemented, but realistically, attaining the county proportion may take several years. As shown, over the next three years the college's goal is for African-American students to comprise 10 percent of the fall credit population. Further gains will be sought in future years.

Targets for African-American Headcount			
	Fall 1993	Fall 1994	Fall 1995
African-American Headcount	9.1%	9.5%	10.0%

First-Time Freshmen. As with total headcount, the college's ultimate goal is for the percentage of African-American first-time freshmen to equal the county proportion of African-American public high school graduates (13.2%). Again, achieving this goal may require longer than three years. By 1995, the college's goal is to increase the percentage of African-American first-time freshmen to 12 percent.

Targets for African-American First-Time Freshmen			
	Fall 1993	Fall 1994	Fall 1995
Af-American First-time Freshmen	11.3%	11.7%	12.0%

Math, Science, Engineering Programs. The college's goal is that the percentage of African-American students who pursue math, science, and engineering fields of study reflects the percentage of African-American students in the credit student population (currently 8.7%).

SECTION #7

General Education

An objective of the college is that students, through their general education experience: (1) gain a foundation for informed critical thinking, clear expression of thought in writing and speaking, ethical discernment, and computational and analytic precision; and (2) develop an awareness of their relation to the past, to the future, and to their present culture and environment.

To assess the college's effectiveness in fulfilling this objective, the following questions on general education were addressed:

1. **How does the college monitor student success in general education?**
2. **What are the Commission's minimum general education requirements for associate degree-granting institutions?**
3. **How does the college monitor course and program content in general education?**
4. **How does the college monitor grading standards and procedures?**
5. **What are the charges of the institutional self-study's general education study group?**

Tables 7:1-1 to 7:5-1 provide the necessary data to answer these questions.

- The state graduate survey asks graduates to rate, on a scale from 1 (not at all) to 5 (a great deal) the degree to which community college attendance contributed to their personal development. Results of the study of 1990 graduates revealed that, in terms of personal development, the college contributed the most to: increased enjoyment of learning (3.9), enhanced self-confidence (3.8), and clarified educational and career goals (3.8).

- The state employer survey, conducted in conjunction with the graduate survey, asked employers to rate the preparation of graduates in six development areas and then to give an overall rating of the employee's preparation. On a scale from 1 (very poor) to 5 (very good), employers rated the overall preparation of Anne Arundel's graduates as a 4.8.

- The Maryland Higher Education Commission has established seven general education competencies that degree-granting institutions shall provide to all students.

- The college conducts assessment procedures at both the institutional and divisional levels. Specifically, the college routinely conducts course and program reviews, examines course content and objectives, analyzes grade distribution reports, examines student pre-requisite requirements, and reviews placement policies and procedures. The Vice President for Academic Affairs is forming a general education task force charged with developing an

institutional definition of general education and evaluating curricula in terms of meeting the general education competencies established for the associate in arts, associate in science, and associate in applied science degrees.

- The college is currently undergoing an institutional self-study in preparation for an accreditation visit from the Middle States Commission on Higher Education in the spring of 1994. In order to arrive at a college-wide consensus of which areas to emphasize in the self-study, a survey—supported by a mini-grant from the Maryland Assessment Resource Center (MARC)—was administered to the college community. The survey results identified the incorporation of general education skills into the curriculum as one priority for the self-study. Subsequently a general education study group was organized and assigned charges.

Implications:

The college is making substantial progress in the area of general education. A college wide study identified general education as an important focus for institutional self-study. A general education self-study group has been established to respond to a specific set of charges from the Middle States Self-Study Steering Committee. The Vice President for Academic Affairs is formulating a general education task force to develop an institutional definition of general education and to review curricula in relationship to the general education requirements of the Commission. Dr. Theodore Marchese, Vice President of the American Association for Higher Education has been invited to campus on February 23, 1993 to share his knowledge of general education assessment with the Middle States self-study groups. Finally, general education experience is specifically stated as an objective in the college's newly revised mission statement and philosophy.

7:1-1

Monitoring Student Success in General Education	
Level	Activity
Institutional	Placement Policies and Procedures
Institutional Divisional	Review Grade Distribution Reports on: Individual Instructors Courses Programs Divisions Review Results of: Graduate Follow-Up Study First-Time Student (Entrant) Study Employer Study Review Available Data on Student Transfer Success
Divisional	Review Student Performance in Pre-requisite Course Sequences Conduct Follow-up Studies on Student Performance in Subsequent College Course Work Administer Divisionally Approved Placement Procedures and Instruments

7:1-2

Community College Contribution to Personal Development of Students Mean Scores from 1990 Graduate Follow-Up Survey Responses[1]			
Personal Development Area	Anne Arundel	Peers	Rest of State
Improved Writing Skills	3.4	3.6	3.5
Enhanced Appreciation of Art, Music, or Literature	2.8	2.8	2.8
Increased Ability to Use Mathematics	3.2	3.2	3.3
Improved Understanding of Science and Technology	3.3	3.4	3.4
Increased Attentiveness to News and World Events	3.0	3.1	3.1
Clarified Educational and Career goals	3.8	3.8	3.9
Enhanced Self-Confidence	3.8	3.9	3.9
Improved Reading Comprehension	3.2	3.2	3.2
Increased Knowledge of Other Cultures and Periods of History	2.9	2.9	2.8
Increased Enjoyment of Learning	3.9	3.9	3.9

[1] Mean scores were calculated based on a five-point continuum, from 5 = "A Great Deal" to 1 = "Not at All".
Source: Maryland Community College 1990 Graduate Follow-up Survey.

7:1-3

TABLE 2 Preparation of Employed Anne Arundel Graduates in General Education Areas: Mean Scores from 1990 Employer Survey Responses[1]	
Employee Development Area	Mean Score
Knowledge of Specific Technical Job Skills	4.4
Familiarity with Equipment Required by Job	4.4
Ability to Learn on the Job	4.6
Writing Skills	4.4
Oral Communication Skills	4.3
Ability to Solve Problems Related to Job	4.4
Overall Preparation for Employment	4.8

[1] Mean scores were based on a five-point continuum, from 5="Very Good" to 1="Very Poor"

7:2-1

Maryland Higher Education Commission

Code of Maryland Regulations
13B.02.03

General Education Requirement

Each approved degree-granting institution shall provide to all students, within the required curriculum for graduation, a general education which is designed to provide the student with the skills and knowledge necessary to:

- Communicate effectively in oral and written English;
- Read with comprehension;
- Reason abstractly and think critically;
- Understand and interpret numerical data;
- Understand the scientific method;
- Recognize and appreciate cultural diversity; and
- Understand the nature and value of the fine and performing arts.

7:3-1

Monitoring Course and Program Content in General Education	
Level	Activity
Institutional	Educational Policies and Curriculum (EPC): Establishes and Reviews College-wide Guidelines for Courses and Programs Reviews and Approves New Courses and Programs Reviews Course and Program Modifications State Guidelines for Program Requirements are Implemented Throughout the College Curriculum Review by Academic Deans of Annual Reports on Instructional Materials Establishment of Articulation Agreements with Four-year Colleges and Universities
Divisional	Establishment of Processes for New Course and Program Approval Regular Review by Curriculum Committees of: Course Program Content and Objectives Divisionally Approved Guidelines for Course and Program Content, Method, and Policies Annual Evaluation of Individual Instructional Materials to Ensure Compliance with Divisional Policy

7:4-1

Monitoring of Grading Standards and Procedures	
Level	Activity
Institutional	Regular Review of Grade Distribution Reports for Disciplines Encouragement of College-Wide Projects Pertaining to Evaluative Methods
Divisional	In Appropriate Courses and Programs, the Establishment of Divisionally Approved Guidelines for Determining Grades and Review of Sample Graded Projects

Institutional Self-Study:
General Education Study Group Charges

- What are the general education components of each curriculum and program of study?
- What is the proportion of general education requirements in the various transfer and career programs, and is the proportion of the general education requirements appropriate to fulfill sufficiently the particular needs of a given curriculum?
- How well do these general education courses reflect the mission of the college?
- How does the college assess the effectiveness of the general education courses?
  - ▸ What types of data are collected?
  - ▸ How is the data used?
  - ▸ Is the data both qualitative and quantitative?
  - ▸ Is there a need for additional data?
  - ▸ Do the general education courses go beyond developing only communication and computation skills, e.g., do they prepare students to make sound judgments outside as well as within this specialized field?
- Are any changes necessary in the college's general education requirements?
- What are the provisions for systematic review of the general education requirements?
- How effective are these procedures?

By December 15, 1992 the responses to these charges will be compiled into an initial report and submitted to the Self-Study Steering Committee for review. A final report will be produced in spring, 1993, in preparation for the Middle States liaison's visit.

CLOSING COMMENTS

The report confirms that Anne Arundel Community College is effectively serving students desiring to earn a formal award, transfer to a four-year institution, prepare for employment or continue their education through credit and non-credit course work. The information presented in this report will serve as the basis of the college's student learning outcomes assessment system, designed to monitor the progress of our students in achieving their educational goals and to help the college identify areas where we may improve our services to students. Because it is critically important that assessment information be used to improve the services provided to students and the community, this report will be distributed internally to the President, vice-presidents, deans, division chairs, pertinent directors, and to select administrative, student services, and continuing education staff to provide them with information to address and fulfill students' educational needs and goals. In addition, a copy of this report will be placed on reserve in the library.

Further development of the college's assessment program will be accomplished through the institutional self-study the college is undergoing in preparation for an accreditation visit in 1994 by the Middle State's Association of College's and Schools. Study groups have been formed to address charges related to the college's mission, goals, and objectives; programs and curricula; general education; the teaching/learning process; student services/retention, planning, and budget/finances. The findings of these study groups will be summarized in next year's report. ♦

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